

INTERLINEAR SHORT HAND

F. S. HUMPHREY

PARTS I. & II. (Complete.)



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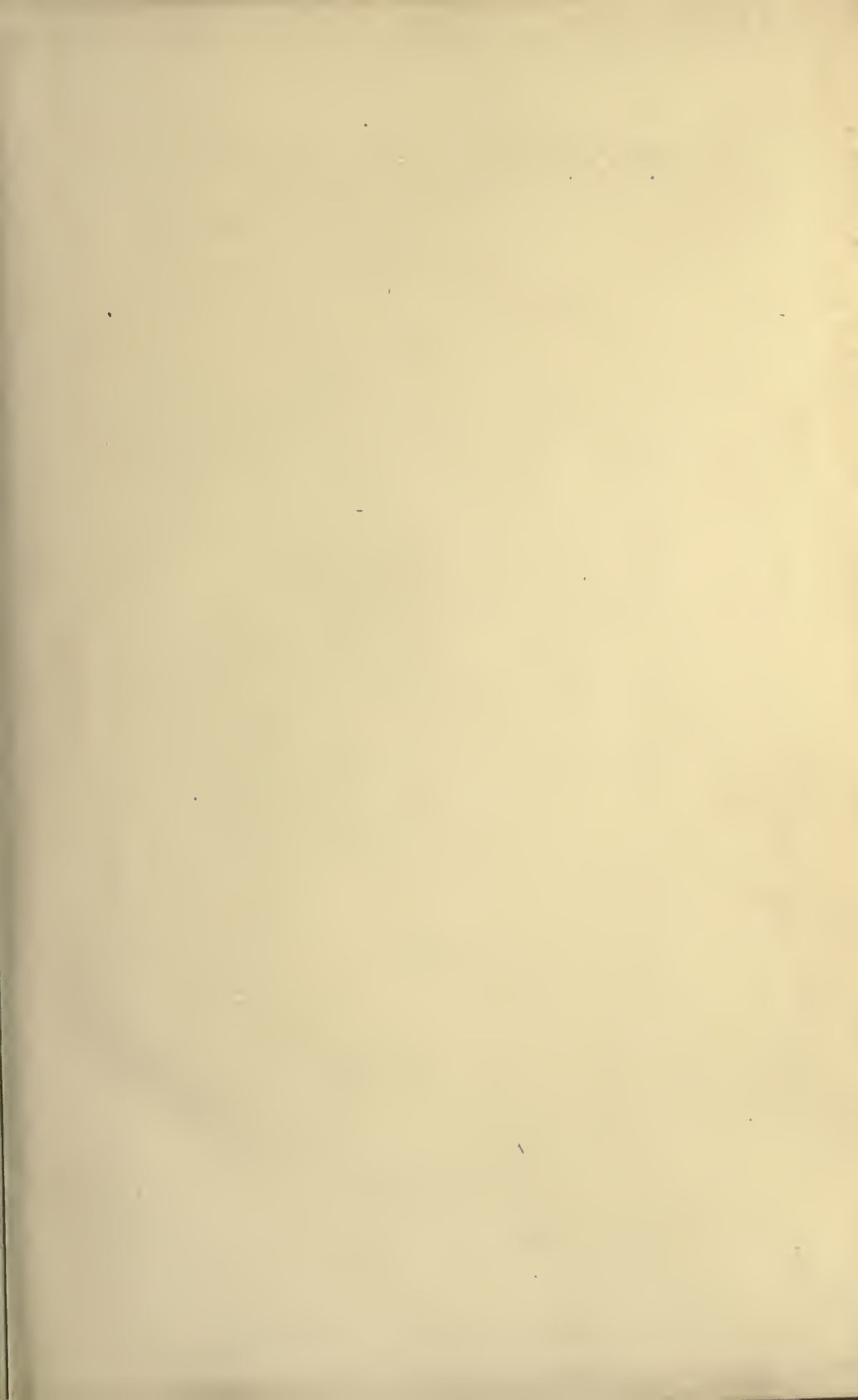


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By F. S. HUMPHREY.

**MANUAL OF TYPE-WRITING**—Business Letter-Writer and Exercises for Phonographic Practice. A Guide to the Art of Type-Writing, for use in Schools, Colleges and Copying Offices, containing over one hundred and fifty letters of Mercantile Correspondence, Statements of Accounts, Law Forms, Specifications, Theatrical and all kinds of Miscellaneous Work adapted to Writing Machines; Law, Legislative, and Commercial Phrases for Phonographic Practice, with a chapter on Spelling, Punctuation and Capitalization. 8vo, cloth, \$1.50.

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# INTERLINEAR SHORT-HAND

(PITMAN PHONOGRAPHY)

FOR SELF-INSTRUCTION AND USE IN  
SCHOOLS AND COLLEGES

A COMPLETE AND CONVENIENTLY ARRANGED TEXT-BOOK, TREATING  
EXHAUSTIVELY OF THE PRINCIPLES OF PHONETIC SHORT-HAND  
IN THEIR APPLICATION TO ALL BRANCHES OF VERBATIM  
REPORTING, AND CONTAINING THE LATEST  
MODIFICATIONS KNOWN TO THE ART

PARTS I. AND II.  
(COMPLETE)

BY

F. S. HUMPHREY

LAW AND GENERAL STENOGRAPHER; AUTHOR OF "HUMPHREY'S MANUAL OF  
TYPEWRITING, BUSINESS LETTER-WRITER, AND EXERCISES  
FOR PHONOGRAPHIC PRACTICE."



NEW YORK  
THE BAKER & TAYLOR CO.

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## INTRODUCTORY.

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A new system of Phonography? No. A new method? Yes.

Strictly speaking, there is but one *system* of Phonography—Pitman's; all other modified forms of phonetic short-hand are not systems, but methods; there has been no change in the principles since the first treatise on the art was published in 1837. Various modifications, by different authors, have appeared from time to time, notably Graham's, Munson's, Longley's, and still later Osgoodby's, one of the most ingenious and practical methods. The authors mentioned have probably done more for the advancement of practical short-hand than any others since the parent system was first made known. Assuming as true that no radical changes have been made in the Pitman system up to the present time, over half a century, the conclusion must inevitably be reached that the principles on which this system is based are practically unchangeable, and that all efforts at improvement must be in the line of clearer elucidation and better teaching of that which we already have. In the following pages we have endeavored to carry out our ideas of what we conceive to be the best arrangement of phonographic matter for ease of learning, and at the same time keep alive the interest of the student unto the end. It is one thing to be a skillful operator, and quite another thing to be a skillful teacher, two qualifications rarely combined in the same individual. We have applied the "winged art" in legislative halls; in courts of law; in the amphitheater of the medical college, and in the heated campaigns of political excitement and controversy, but we have never approached any one of these undertakings with so much delicacy as we now feel in placing before the rising generation of short-hand writers a new method for their instruction, which it is hoped, will facilitate their progress and lighten their labors in this most interesting field of thought-preservative writing.

We have observed, in looking over the various text-books dedicated to this art, that each author has the *best system* ever presented to an appreciative public. While we feel confident, for we have so been told, that we have here a far superior method to any heretofore published, we are too modest, and considerate of the feelings of those who have passed on before, to say so, and therefore throw the responsibility of such a statement—which, it is needless to say, we cordially endorse, upon the shoulders of one who is fully capable of judging of its merits, and who has kindly had printed, for use among his students, a book of instructions setting forth the advantages of this interlinear method, first brought to his attention by the author. The

gentleman referred to is at the head of the Short-Hand Department of one of our largest commercial colleges, and having had an experience of twenty-five years as a teacher and writer of short-hand, we feel confident that whatever he may say will have due weight with those who may examine this work with a view to its adoption :—

“We have examined many systems of short-hand, and every method, so far as we have been able, of teaching it, and have found none that can compare with the *Interlinear* lessons published by F. S. Humphrey, the author of the Manual of Typewriting. This is not a new system of short-hand, but is what it is claimed to be—the *best method ever devised for teaching the art of short-hand writing*. In justice to the student, who should always be advised as to the best method of learning, both as to the saving of time and labor, we shall spare no pains to bring the interlinear method of instruction to his attention. It is so simple and plain, so easily comprehended, that no excuse can now be given for not learning this most useful accomplishment. It requires no study compared with the old way ; a careful reading of the explanations, together with practice in copying and reading the exercises, is all that is necessary. The young man that cannot learn short-hand by this method cannot learn it by any other, and had better turn his attention to something else. \* \* \* We have had twenty-five years' experience in investigating and teaching short-hand, and we are convinced that the *interlinear method of instruction is by far the easiest, quickest, and most practical method ever devised for the purpose*.”

TO TEACHERS.—As a labor-saving device for teaching, the interlinear method stands pre-eminently at the head ; having once adopted it, the drudgery of the class-room will be a thing of the past ; it will lighten your labors ; it will do for you in a silent, quiet way, what would otherwise take hours of personal attention ; it will save exhaustion and patience, for you can teach fifty pupils with as much ease as you could teach five by any other method, and with every advantage in their favor ; indeed, no work heretofore published on this subject will enable the teacher to accomplish such satisfactory results with so little effort. Each step of the way is clearly defined, from the alphabet to the most difficult branches of verbatim reporting. The student should be allowed to make free use of the translation ; it is given for a purpose—to keep him on the right track, to prevent making mistakes, and to economize time by not having to refer back to principles previously studied. By the method of procedure here introduced he will cover more ground in one week than can be covered in three weeks by pursuing the old method, and in a far more interesting way. It has been suggested that students using interlinear translations will learn by “rote,” or in a “parrot-like” manner. (See note, page 8.) Nothing is further from the truth. The teacher that made the suggestion does not understand the theory of short-hand, much less the practice. There would be some force in the remark if the learner should go over each exercise but a few times, as he would probably do in using a “pony,” or interlinear translation of the classics, to pass a recitation in Latin or Greek ; but what is the fact ? the short-hand student writes his exercises hundreds of times. No matter how many teachers he may have at his elbow, or how many *interlinears* in front of him, they avail him nothing if he does not practice ; all he requires of the teacher, or of the text-book, is to keep him on the right track, to see that he practices to the best advantage ; he must do the rest. The interlinear form is vastly superior for teaching in



that it produces more accurate writers by keeping the correct forms constantly before the learner; but this is a slight advantage when compared with that of being able to read notes at sight. No student by this method ever failed to read his short-hand almost as readily as he could write it. The reason is obvious, his eye is educated to familiarity with the short-hand page by having the correct forms constantly before him; he cannot see the print without seeing the phonograph, and *vice versa*. To read short-hand readily the characters must be as familiar to the sight as a page of ordinary print.

THE CORRESPONDING STYLE.—The examples given in this work to illustrate the elementary principles are written in the "Corresponding Style," which is the foundation of the "Reporting Style." While the lessons are so arranged as to introduce the beginner almost at the outset to unvocalized reporting forms, the great value of knowing how to use the vowels, when necessary, is recognized, and the teacher is earnestly requested to insist that each student shall have a thorough knowledge of them; do not, under any circumstances, follow the advice of mere theorists, who, knowing little or nothing of practical short-hand, advocate the entire omission of vowels in writing, ignoring the fact that without them success as a verbatim reporter cannot be achieved. It is not necessary that the beginner should practice vocalized forms until he has memorized them so thoroughly as to cause serious embarrassment in changing to reporting forms. Most of the examples given in *print* in other short-hand text-books are here given in *short-hand*, with stems fully vocalized. To acquire a thorough knowledge of vocalization all that is necessary is for the student to read these exercises over carefully, and mentally place the proper vowels to each outline; this will serve the same purpose as if he wrote them, without acquiring the habit of putting them in. No person ever made a successful short hand writer who could not instantly analyze the consonantal elements of unfamiliar words, and properly vocalize them when necessary. This is a matter of vital importance to the beginner who expects to become a verbatim reporter, and we do not wish to have him sacrificed to the ambition of teachers, who, for obvious reasons, never found it *necessary to use a vowel*. (See page 16, § 61.)

WORD-SIGNS.—The arrangement of word-signs is believed to be the best possible for the purpose of readily memorizing them. Each one is engraved in its proper position, and in such manner that one sign cannot be mistaken for another. By the old arrangement of signs, where they are indicated in print without the corresponding character in short-hand, we have known students to practice hours and days writing a sign in the wrong position, the result of ambiguity in arrangement. Such mistakes cannot happen by this method; where a single word is represented by a sign the sign is placed directly above it; where several words are represented by a single phonograph, they are enclosed in parentheses and the phonograph placed directly above them. We would urge the great importance of thoroughly memorizing these signs, and for this purpose a large number of sentences has been arranged in which they are frequently repeated; the student should be required to write and rewrite them, until he is as familiar with them as he is with the letters of the English alphabet. These sentences should be dictated

to him throughout his entire course, for he cannot memorize them too well. (See page 120.) A few of the signs given in some of the standard works are liable to clash; such forms have been changed, as, for instance, the sign for *remarkable*, which was liable to conflict with *mere*; *form* with *offer*; *until* with *at all*, etc.

PHRASING.—No particular rules for phrasing are given, but rather examples. Aside from the simplest forms of phrascography, of which almost every stenographer makes use, it is a practice the development of which can safely be left to the ingenuity of the writer as he grows in experience. There is no question, however, but that common-sense phrasing adds to speed and legibility, but as to how far it can be carried, every man must be a law unto himself. Mr. Thomas Allen Reed, the well known London reporter, says that any *conscious effort at phrasing is a mistake*. Perhaps the reader will infer that Mr. Reed would have us use no phrases but of the most elementary kind; as, *you-may, you-can, I-will*, etc., but such is not the case. I have no doubt but that if he were called upon to explain himself he would say: (1st), that if you phrase at all, select words that are used very frequently, the outlines of which flow into each other naturally, without apparent effort at joining on the part of the writer; and (2nd), in technical reporting select forms for the frequently recurring phrases that can be easily executed, and then *practice* them until they can be written without *conscious effort*. This is undoubtedly what Mr. Reed means, for he uses phrases that no reporter can use on the spur of the moment without having previously practiced them. See his phrases—"Employers' Liability Act;" "Judicial Committee of the Privy Council;" "Specific performance of the contract," etc. Again, take our own incomparable Knight of the Pen, Mr. D. F. Murphy, chief of the U. S. Senate corps. Mr. Murphy says that he is opposed to "phrasing except where the forms of the words naturally combine and the connection is obvious." This sentence from Mr. Murphy is as good a rule for phrasing as all that has been written on the subject, and if the reader will turn to his Phrases, page 197, he will understand what is meant by phrases "the forms of which naturally combine." There are many phrases here the forms of which will not readily combine in the hands of the inexperienced; but if they are properly practiced it will be found that the joinings are easily made, and that although long, they are equal to the pace of the most rapid speaker. The legislative reporter, the law reporter, and the medical reporter, can each make use of phrases adapted to his special line of work, which will add very greatly to speed and legibility, but which could not be used to advantage by reporters engaged in other lines of work. If it is necessary for the stenographer engaged in different departments of reporting to coin phrases to meet his individual wants, it is just as necessary for the teacher to discriminate in teaching short-hand. If a student wishes to learn note-taking merely for the purpose of letter writing, do not require him to spend days in writing law forms, or confine the person who seeks to become a law, or general stenographer, to the circumscribed limits of commercial correspondence. The phrases in this book, both for special and general work, have stood the test of years in actual use. Occasionally two phrases or forms are given representing the same word or combination of words, but only one form should be

memorized. In concluding our remarks on this subject, we would say to the teacher, do not be afraid to use your common-sense in phrasing ; do not be swayed by every person who has a theory ; be conservative, if you will, but do not cry with the theorist or crank—*Do not phrase ! Do not phrase !!* until you know where you are going to hit. If it is the phrase—“*Quot homines tot sententiæ*,” it is all right ; do not phrase ; but if it is in plain English—“I do not know ;” “I do not recollect ;” it is all wrong, for these are good phrases, the theorist and magazine writers to the contrary notwithstanding. No man can lay down an iron-clad rule that will apply to all cases, and the person who goes to either extreme is a crank. The middle ground is the safest, and will insure success. The Latin maxim above quoted applies to this subject, and may be referred to whenever the anti-phraser is persistent in urging his objections.

PRACTICE MATTER.—It is more or less a source of disquietude to many teachers to know just what kind of matter is the best for practice. This question would not cause a moment's serious consideration if all students were taught to write phonetically ; but in the mad rush nowadays to grind out short-hand writers in three months, and give them anything at all in return for their money, the question becomes one of great importance to the short term teacher ; indeed, it is of so much importance that we must decline to offer any suggestions, for, having met with no successful graduates of the twelve-easy-lesson method, we should have great reason to fear for the result ; but for the student who intends to hold fast to the study until he is master of the word-signs and contractions, and can analyze, phonetically and quickly, all unfamiliar words, the question of material for practice is a very simple one. It is the business of the short-hand writer to take down words ; therefore any matter pertaining to current literature will answer the purpose. There is, however, one class of literature that is to be preferred for the first five or six months of practice, and that is the exercises specially arranged to repeat frequently the words and phrases that enter into everyday business life ; not that these words occur less frequently in unfamiliar matter to the student, but because they are purposely culled and arranged in sentences to be often repeated. Sufficient exercises of this character are here introduced ; they should be copied carefully until the student can write them from his own dictation at about sixty or seventy words a minute. This will not be wasted time, for there is nothing like patient, systematic copying of both old and new matter to acquire a correct and neat hand-writing. After an exercise has been copied until it can be written at the rate above indicated, it should then be dictated from time to time until it can be written at the rate of one hundred and twenty-five words a minute. If practice of this kind is kept up for several months on the matter contained in this book, the student will have become so familiar with the frequently recurring forms and phrases as to be able to take down new matter at a moderate speed, and with far greater accuracy of outline than he would should he attempt to take such matter before he is thoroughly familiar with these exercises. For speed practice, or for acquiring manual dexterity in wielding the pen, it is good practice to write the same matter over and over every day throughout the course ; such practice need take but an hour each day, when it can be sup-



plemented with a new arrangement of words. The practice of stereotyped exercises of this kind is analogous to the practice of the pianist in running scales; it gives facility in execution, which could not be acquired by constantly changing to new exercises. As soon as the beginner can write the exercises given in the book with facility, and can analyze, phonetically, unfamiliar words, we would advise a due admixture of both old and new matter for practice—old matter for speed practice, and new matter to enlarge one's vocabulary. It is of little importance what the new matter is, so long as it pertains to current literature—sermons, political speeches, lectures on scientific subjects, etc. Perhaps one of the very best works for general dictation is Prof. Drummond's "Natural Law in the Spiritual World." Another kind of practice exceedingly beneficial to the student is that of reading vocalized and unvocalized exercises found in phonographic books and magazines. No matter whether or not the short-hand corresponds to the particular style taught, so long as it is Pitmanic; it will do the student good to puzzle over forms and study them out, and he will acquire in a much shorter time a vocabulary of phonographic words that would otherwise take him years to acquire. Of course a great deal of amateur writing will be found in the magazines, but with a little judgment the reader will quickly select the gold from the dross.

TECHNICAL REPORTING.—No better material for legislative reporting and general practice can be found than the Legislative Phrases here given. The list of Law Forms and Contractions will be found invaluable to the young law stenographer. For other special lines of reporting, the student must be governed by the literature applying to the work in which he is engaged; if medical, he will find the best works for practice in the "Quiz-Compend" on Anatomy, Physiology, Materia Medica, Surgery, etc. These books are better than medical treatises, as they are condensed, containing all that the reporter will require arranged in the form of questions and answers. And so in Science, and Art, and Mechanics, the learner can easily find the necessary works in any large public library.

The business letters, reports of testimony, judge's charges, general law matter, speeches, etc., contained in this work, will be found more than sufficient for the requirements of the beginner.



## GENERAL DIRECTIONS TO THE STUDENT.

---

Ruled paper should always be used for short-hand note-taking; books specially arranged for the purpose, with lines ruled half an inch apart, can always be obtained at the stationers. For beginners Foolscap will answer every purpose. Double-ruled paper is not recommended, it tends to confuse the writer. Some teachers claim that it enables the beginner to write more uniformly; but our experience is that it is better to educate the eye from the beginning to the proper size of the characters rather than to be dependent on doubled ruled lines.

PEN, INK, PENCIL.—A fine steel pen, of almost any standard make, will answer the purpose; but a short-nibbed, fine-pointed gold pen is superior in every way. Such a pen, in a reliable fountain holder, can be relied upon. If a fountain holder is used the writer should not fail to have an ink-well close at hand to dip from in case of an emergency, as the very best fountain is liable to clog if not properly cared for. Keep the ink-well covered when not in use; otherwise dust, and other foreign matter, will lodge in it, to be picked up on the point of the pen and possibly causing a blot on the page. The ink used should be of the finest quality, jet-black, or ink that will quickly turn black. Pale and colored inks are hard on the eyes, especially if much reading is done at night. The pen admits of much faster writing than the pencil, as there is less friction, and of greater legibility of notes; it is often convenient to use a pencil, especially if the writer is taking notes where it would be inconvenient to use ink, so its occasional use is recommended. For pencil practice a soft and rather rough paper should be used, while the smoother the surface of the paper for pen practice the better. The pen should be held in the ordinary way as for long-hand writing; some seem to think that it is better held between the first and second fingers, but the majority of writers hold it between the thumb and first finger.

PRACTICE.—Be systematic in your practice, and confine it strictly to the exercises in the book until you can write phonetically. Make haste slowly; speed will come with practice. Never *draw* short-hand characters, but write them; making each character as quickly as you can and write it correctly. Do not practice for speed without good forms, but for speed *with* good forms. Do not acquire a halting, hesitating movement of the hand; false movements retard speed. Read over what you write; lay aside each day a few pages of your best practice matter and then try to read it when it is "cold."



# PHONOGRAPHIC ALPHABET.

## CONSONANTS.

	<i>Letter.</i>	<i>Phonograph.</i>	<i>Pronounced.</i>	<i>Examples of its power.</i>
<i>Explosives.</i>	P	—	pee	as in rope post
	B	—	bee	“ robe boast
	T	—	tee	“ fate tip
	D	—	dee	“ fade dip
	CH	/	chay	“ etch chest
	J	/	jay	“ edge jest
	K	—	kay	“ leek cane
<i>Continuants.</i>	G	—	gay	“ league gain
	F	—	ef	“ safe fat
	V	—	vee	“ save rat
	TH	—	ith	“ wreath thigh
	TH	—	thee	“ wreath thy
	S	—	ess	“ hiss seal
	Z	—	zee	“ his seal
<i>Coalescents. Liquids. Nasals.</i>	SH	—	ish	“ visions she
	ZH	—	zhce	“ vision *
	M	—	em	“ seem met
	N	—	en	“ seen net
	NG	—	ing	“ sing *
	L	—	el, lay	“ fall light
	R	—	ar, ray	“ for right
<i>Aspirate.</i>	W	—	way	“ * wet
	Y	—	yay	“ * yet
	H	—	hay	“ * high

## ADDITIONAL SIGNS.

— Rav. ° Iss, ° St, ○ Ses, / H-tick, ° Weh, ° Wuh, ° Yeh, ° Yuh,

— Emp or Emb.

## LONG VOWELS.

1st-Place Heavy-Dot Vowel	$\dot{\bar{e}}$	1st-Place Heavy-Dash Vowel	$\bar{e}$
	$\bar{e}$ as in <i>eat</i>		$\bar{a}$ as in <i>fall</i>
2d-Place Heavy-Dot Vowel	$\dot{\bar{a}}$	2d-Place Heavy-Dash Vowel	$\bar{a}$
	$\bar{a}$ as in <i>ate</i>		$\bar{o}$ as in <i>note</i>
3d-Place Heavy-Dot Vowel	$\dot{\bar{u}}$	3d-Place Heavy-Dash Vowel	$\bar{u}$
	$\bar{u}$ as in <i>turn</i>		$\bar{o}$ as in <i>foot</i>

## SHORT VOWELS.

1st-Place Light-Dot Vowel	$\dot{e}$	1st-Place Light-Dash Vowel	$e$
	$e$ as in <i>et</i>		$\bar{o}$ as in <i>on</i>
2d-Place Light-Dot Vowel	$\dot{a}$	2d-Place Light-Dash Vowel	$a$
	$\bar{e}$ as in <i>met</i>		$\bar{u}$ as in <i>up</i>
3d-Place Light-Dot Vowel	$\dot{u}$	3d-Place Light-Dash Vowel	$u$
	$\bar{a}$ as in <i>at</i>		$\bar{o}$ as in <i>foot</i>

## PROPER DIPHTHONGS.

1st position	$\dot{e}$	3d position	$\bar{u}$
	$\bar{e}$ as in <i>atle</i>		$\bar{o}$ as in <i>out</i>
1st position	$\dot{a}$	3d position	$\bar{u}$
	$\bar{a}$ as in <i>oil</i>		$\bar{e}$ as in <i>few</i>

## DIPHTHONGAL SIGNS FOR SPECIAL VOCALIZATION.

1st position	$\dot{e}$	2d position	$\bar{e}$
	$\bar{e}$ as in <i>atle</i>		$\bar{e}$ as in <i>clay</i>
1st position	$\dot{a}$	2d position	$\bar{a}$
	$\bar{e}$ as in <i>beating</i>		$\bar{a}$ as in <i>snare</i>
1st position	$\dot{u}$	2d position	$\bar{u}$
	$\bar{u}$ as in <i>dragging</i>		$\bar{u}$ as in <i>ouch</i>
3d position	$\dot{u}$	3d position	$\bar{u}$
	$\bar{u}$ as in <i>hurrying</i>		$\bar{u}$ as in <i>loud</i>
1st position	$\dot{e}$	3d position	$\bar{u}$
	$\bar{e}$ as in <i>quail</i>		$\bar{u}$ as in <i>quail</i>

# LESSON I.

## CONSONANTS AND THEIR COMBINATIONS.

1. Having carefully read the foregoing directions for study, the pupil should memorize the Alphabet, writing each character the size of the engraved examples given below.

2. The perpendicular and inclined stems, except *ray* and *h*, are written downward; the horizontal stems are written from left to right.

*Lay* and *ish* may be written upward or downward, according to rules hereafter given, while *ray* and *h* are invariably struck upward.

3. Particular attention should be given to the formation of the heavy curved stems; they should be shaded in the middle only, tapering off at each end

4. Write each of the following lines ten times, striking the characters in the direction indicated by the arrow, and repeating the name of each letter as it is written, thus :

↙ \ P \ B \ P \ B \ P \ B \ P \ B \ P \ B  
and so on.

↓ | T | D | | | | | | | | |

↗ / CHAY / JAY / / / / / / / / /

→ — K — GAY — — — — — — — — —

↘ \ F \ V \ \ \ \ \ \ \ \ \ \ \ \ \ \

↓ ( ITH ( THREE ( ( ( ( ( ( ( ( (

↓ ) S ) Z ) ) ) ) ) ) ) ) )

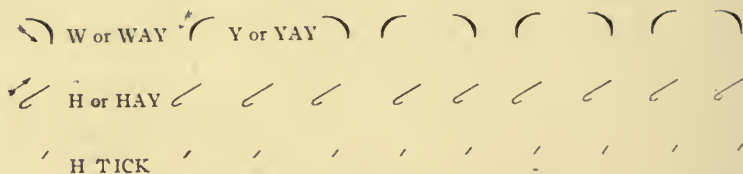
↗ / ISH \ ZHEE \ \ \ \ \ \ \ \ \ \ \ \ \ \

↗ / L ↗ / LAY \ \ \ \ \ \ \ \ \ \ \ \ \ \

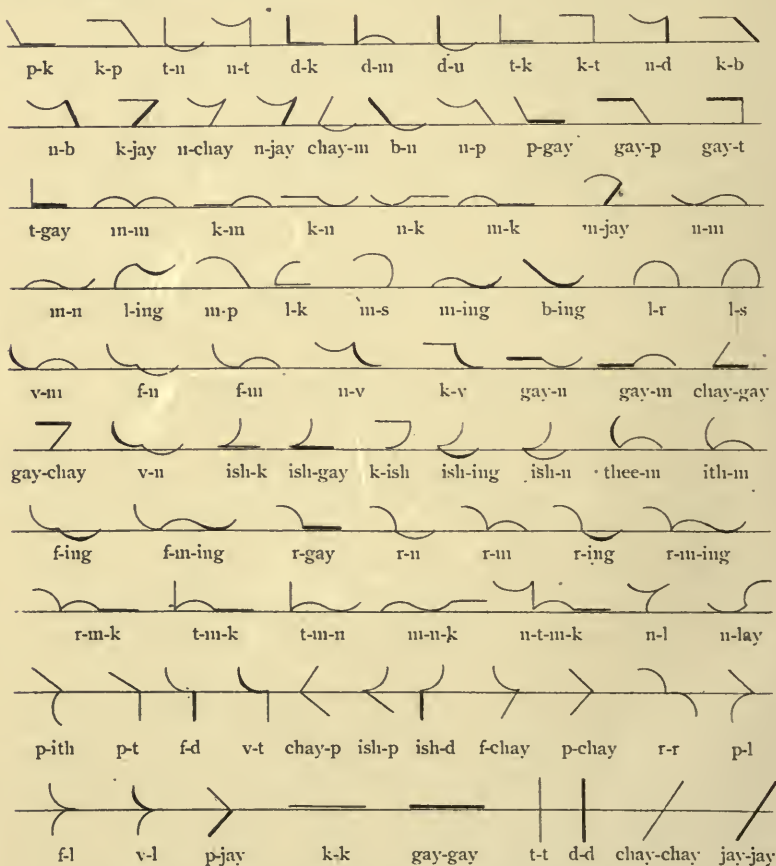
↘ \ R ↗ RAY (upward R) \ / \ / \ / \ / \ / \ / \ /


→ — M — — — — — — — — —

→ — N — ING — — — — — — — — —







5. Write the letters in the following combinations until they can be pronounced without looking at the Key. Each letter should be written without lifting the pen—the second beginning where the first ends, the third beginning at the end of the second, etc. Follow the engraved exercises carefully in making angles where angles are made, and avoid making them where they are not made. Write each unshaded character with as delicate a line as possible, and shade each heavy stem just enough to distinguish it from the light ones.







6. The letter  l, when standing alone, is written upward; when joined to





other stems it may be written upward or downward; as  *l-k*  *l-m*. When written upward in connection with another stroke it is called *lay*, to distinguish it from the downward stroke.







7. When writing from dictation, if you are told to write *l-k*, use the downward stroke,  *l-k*; if told to write *lay-l*, use the upward stroke,  *lay-l*. This second name for *l* is convenient for the purpose of distinguishing between the upward and the downward stroke, but has nothing to do with the power of the letter. *L* is a liquid consonant, and always has the same sound. In many words it is silent, as in *balm*, *calm*, *palm*; in such cases we have no use for it, as all silent letters are omitted in phonetic writing.

8. Two *l*'s are necessary for the purpose of making better angles in certain combinations of letters, as in the example *lay-l*, given above; were the downward stroke of *l* used in connection with *l* the outline would, in rapid writing, assume an entirely different form from the one intended.





























9. To facilitate the combination of outlines *r* is also provided with two signs—the curved or downward  *r*, and the upward *r*, called  *ray* in contradistinction to the downward stroke. If you are told to write *ray-k*, use the upward stroke,  *ray-k*; if told to write *r-kay*, use the downward stroke,  *r-k*. The letter *r* is never silent, and frequently affects both the long and the short sounds of vowels.

10. In a few cases  *ish*, in combination with other stems, is written upward, and is then called *shay*, to distinguish it from the downward stroke *ish*. This character is a combination of *s* and *h* and of *z* and *h*, according to its sound in the words in which it is heard, and is called a digraph. Digraphs are combinations of letters representing only one sound. Two consonants cannot be pronounced in one syllable, in English, without the aid of vowel; so a syllable is made of *sh* by placing *ɪ* before it, giving it the name of *ish*.

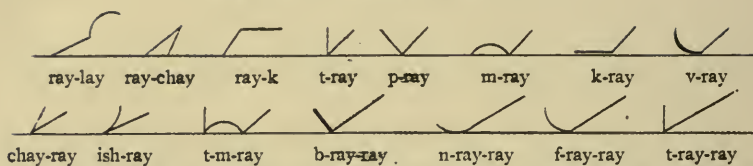
11. *H*, or  *hay*, is always written upward. This letter is merely an aspirate, and in such words as *heir*, *honest*, *hostler*, *hour*, and their derivatives, it is silent.

12. Practice writing the following combinations until thoroughly familiar with  *l* and  *lay*,  *r* and  *ray*,  *ish* and  *shay*.

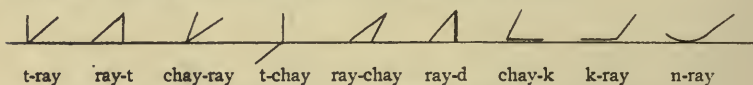
In the Sixth Lesson rules are given defining their use in connection with the vowels.

						
lay-ing	lay-n	lay-gay	lay-f	lay-v	t-m-lay	m-lay-k
						
m-lay-t	t-lay-n	lay-t-m	lay-n-t	f-m-lay	k-m-lay	
						
n-p-lay	lay-f-lay	lay-f-m	lay-k	lay-d	lay-r	
						
ray-gay	ray-p	ray-t	ray-n	ray-f	ray-ish	ray-ith ray-l

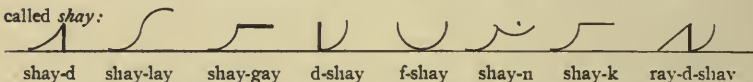




13. The close resemblance between / *chay* and / *ray* seems an obstacle, to many, in the way of distinguishing between them. This is more seeming than real, for / *chay*, when standing alone, is always written *downward* at an angle of about sixty degrees from the line of writing; while / *ray* is always written *upward* at an angle of about thirty degrees. Then, again, the combination of these stems with other consonants makes them easily distinguishable, as in the following examples:



14. In the following examples *ish* is written upward, and when so written it is called *shay*:



NOTE.—Students pursuing the study of Phonography without the aid of a teacher should always examine themselves on the questions in review.

### QUESTIONS AND EXERCISES ON LESSON I.

1. Read this paragraph.
2. In what direction are the inclined, perpendicular, and horizontal stems written? How may *lay* and *ish* be written? How are *ray* and *h* written?
3. How should the heavy curved stems be shaded?
4. Practice this paragraph as directed.
5. How should a combination of consonant outlines be written? Write the exercises under this section as directed.
6. How is *l* written when standing alone? How is it written when joined to other stems? What is it called when written upward?
7. If you were told to write *l-k*, what stroke would you use for *l*? If told to write *lay-l*, what stroke would you use for *lay*? For what purpose is the second name for *l* convenient? Has this name anything to do with the sound or power of the consonant? What kind of a consonant is *l*? Is it ever silent? Give an example. Are silent letters used in Phonetic writing?
8. Why are two *l*'s necessary?
9. Why is *r* provided with two signs? What is the upward stroke called? In writing *ray-l*, what stroke would you use for *ray*? In writing *r-k*, what stroke? Is the letter *r* ever silent?
10. What is *ish* called when written upward? Why is it called *shay*? *ish* is a combination of what two letters? What are digraphs? Can two consonants be pronounced in one syllable? What is it necessary to add to form a syllable?
11. How is *hay* written? What kind of letter is *h*?
12. Write each example under this section five times.
13. Between what two letters is there a very close resemblance? At what angle, and in what direction, is *chay* written? At what angle, and in what direction, is *ray* written. Write each example five times.
14. Write each example five times.



19. The first-place heavy-dot vowel is  $\bar{e}$ ; it has the long sound of  $\bar{e}$  as in *ĕat*, *mĕte*, *sĕal*, *ĕve*, and is always written at the beginning of the consonant stem, thus: (Before practicing these exercises, read the Note on page 8.)

1									
	knee	key	fee	lee	tea	heap	leap	reach	wreath
2									
	liege	leek	leave	kneel	keep	cheek	deem	rean	
3									
	seem	theme	see	beam	beak	peel	peak	zeal	
4									
	meal	heed	heat	heath	reap	rear	week	wreak	
5									
	need	feed	cheat	cheap	deep	teeth	teach	beat	beach
6									
	sheep	beneath	beer	pier	tier	fear	sheer	cheer	gear

20. Vowel position is reckoned from the point at which you begin to write, whether the stem is written upward or downward, as in the following words:

#### WRITTEN UPWARD.

1											
	lee	leak	reed	lead	heed	heat	leech	leaf	real	eel	Hebe

#### WRITTEN DOWNWARD.

2										
	sheath	sheathe	sheet	feeler	deal	dealer	sheaf	bead	meat	feat

Vowel positions before and after consonants are clearly illustrated in the following table:

#### BEFORE A CONSONANT.

--	--	--	--	--	--	--	--	--

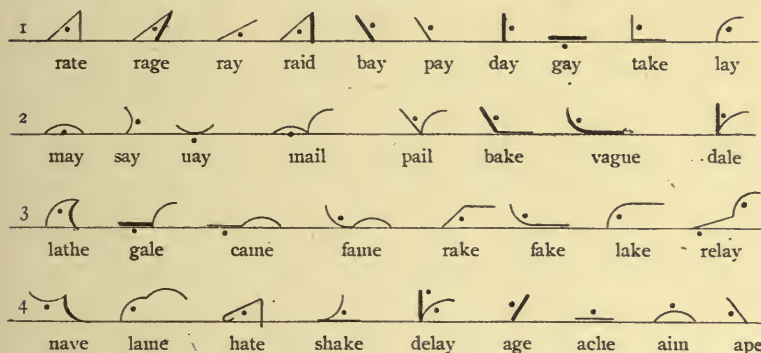
#### AFTER A CONSONANT.

--	--	--	--	--	--	--	--	--

The dash-vowels should be written at a right angle, or nearly so.

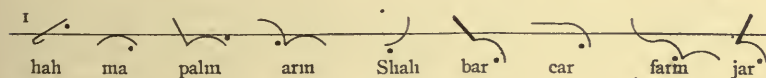
21. RULE FOR WRITING LONG SECOND-PLACE VOWELS.—A second-place vowel occurring between two consonants, when long, is written to the first.

22. The second-place heavy-dot vowel is  $\tilde{a}$ ; it has the long sound of  $\tilde{a}$  in  $\tilde{a}$ che, and is always written to the middle of the consonant, thus:



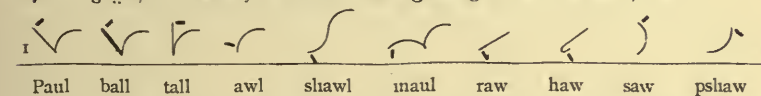
23. RULE FOR WRITING THIRD-PLACE VOWELS.—Third-place vowels, whether long or short, are written to the second consonant.

24. The third-place heavy-dot vowel is  $\tilde{a}$ ; it has the long sound of  $\tilde{a}$  in  $\tilde{a}$ lm, and is always written at the end of the consonant, thus:

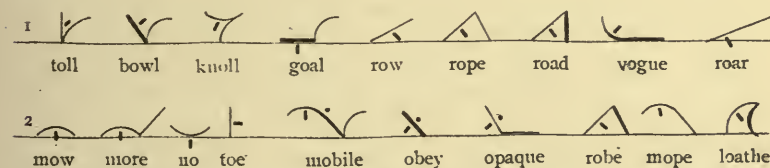


#### HEAVY-DASH VOWELS.

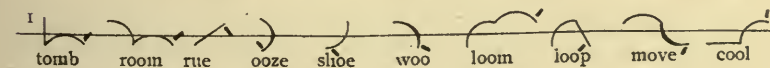
25. The first-place heavy-dash vowel is  $\tilde{a}$  (aw); it has the broad sound of  $\tilde{a}$  in gnaw, and is always written at the beginning of the consonant, thus:



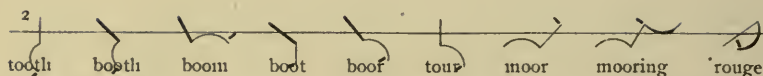
26. The second-place heavy-dash vowel is  $\tilde{o}$ ; it has the long sound of  $\tilde{o}$  in down, and is always written to the middle of the consonant, thus (See Rule ¶ 21):



27. The third-place heavy-dash vowel is  $\tilde{o}$ ; it has the long sound of  $\tilde{o}$  in mōn, and is always written at the end of the consonant, thus (see Rule, ¶ 23)







NOTE.—When reading the exercises in the following lessons, cover the translation with a card so that it shall not be seen when analyzing the phonographic outlines. If there is any doubt as to the correctness of your translation, refer at once to the Key, as one of the great objects of the Interlinear method is to prevent mistakes. It is said that first impressions are the most lasting; and this seems to be particularly true of short-hand; therefore it is of the utmost importance that the student should follow copy closely, and not attempt to write anything outside of his exercises until he is thoroughly familiar with the outlines of a large number of words—such as are met with in current literature and in daily business correspondence.

Do not imagine that by a free use of the translations you will be learning words simply by "rote," or in a parrot-like manner, as some theoretical teachers, who know very little of practical short-hand, seem to think. No one ever became a short-hand writer without practice, and practice consists in repeating, and repeating very frequently, too. You may have observed that in this text-book an unusual number of examples are given to illustrate each principle, and that perhaps the same things are said in several places; this is done intentionally, because the only sure road to mental acquirement, as well as to facility in executing with the fingers, is by repetition.

When reference is made to Rules or Paragraphs, they should be referred to at once, unless the pupil is already familiar with them.

Students who wish to make rapid advancement, and reach a point where the practice will be more interesting, should not write the simple exercises a greater number of times than is indicated in "Questions and Exercises on the Lesson," as it will consume time unnecessarily, for these, or similar exercises, will have to be written many times in their unvocalized forms in subsequent lessons. The word-signs and unvocalized sentences cannot be written too many times.

## QUESTIONS AND EXERCISES ON LESSON II.

15. How many vowel sounds are there in Phonography, and how are they represented? How are the six long vowels indicated? The six short vowels? Which is written first, the vowel or consonant? 16. How are the vowels distinguished from each other, and what are they called? A first-place vowel is where written? A second-place vowel? A third-place vowel? Sound the three heavy-dot vowels; the three heavy-dash vowels. Why are they placed to the consonant stem *t*? Sound the vowels in the "Table of Long Vowels" several times, or until thoroughly familiar with them; thus, *e*, *a*, *ah*; *au*, *o*, *oo*. 17. Give the rule for reading vowels before and after consonants. 18. Give the rule for writing first-place vowels. 19. What is the first-place heavy-dot vowel, sound, and where written? Write each example five times. 20. From where is vowel position reckoned? Write each line five times. 21. Give the rule for writing second-place vowels when long. 22. What is the second-place heavy-dot vowel, sound, and where written? Write each example five times. 23. Give the rule for writing third-place vowels. 24. What is the third-place heavy-dot vowel, sound, and where written? Write each example five times. 25. What is the first-place heavy-dash vowel, sound, and where written? This vowel has what is called the broad sound of *a*, as in *fall*, *walk*, *haul*. Write each example five times. 26. What is the second-place heavy-dash vowel, sound, and where written? Write each example five times. 27. What is the third-place heavy-dash vowel, sound, and where written? Write each example five times.




































5								
	itcl	niche	nib	nick	niny	Minnie	mill	miff

30. RULE FOR WRITING SHORT SECOND-PLACE VOWELS.—Second-place vowels, when *short*, are written *before* the *second* consonant.

31. The second-place light-dot vowel is  $\ddot{e}$ ; it has the short sound of  $\ddot{e}$  in  $\text{egg}$ , and is always written to the middle of the consonant, thus:

1										
	ebb	etch	eddy	jelly	Nelly	peck	peg	beg	bell	dell
2										
	berry	merry	keg	egg	ell	gem	ledge	knell	Perry	
3										
	wreck	wrench	leg	bellow	fellow	mellow	meadow	poem		
4										
	penny	levy	lessee	lower	laity	gayety	legacy	cherry		
5										
	poet	fed	bed	jet	death	petty	fetch	jetty	bevy	felling

32. The third-place light-dot vowel is  $\ddot{a}$ ; it has the short sound of  $\ddot{a}$  in  $\text{am}$ , and is always written at the end of the consonant, thus:

1									
	tarry	galley	Nancy	Fanny	knack	rat	nag		
2									
	rag	back	pack	nap	mam	rap	lap	cap	
3									
	mash	rash	cash	gash	shabby	shallow	narrow	faro	latch
4									
	patch	pad	add	ash	at	lat	farrier	famish	piano

#### LIGHT-DASH VOWELS.

33. The first-place light-dash vowel is  $\ddot{o}$ ; it has the short sound of  $\ddot{o}$  in  $\text{on}$ , and is always written at the beginning of the consonant, thus:



1								
	lobby	lofty	doll	loll	knob	notch	mop	lodge
2								
	jog	jolly	bonny	Polly	jockey	rocky	volley	Molly
3								
	lock	thong	fog	foggy	gong	cog	coffee	cob

34. The second-place light-dash vowel is *ũ*; it has the short sound of *ũ* in *mum*, and is always written to the middle of the consonant, thus (See Rule, ¶ 30):

1								
	bug	rug	dug	tug	budge	fudge	funny	buggy
2								
	mummy	muddy	gummy	tongue	lung	lung	buck	
3								
	numb	thumb	lunge	dumb	dum	much	rub	
4								
	shut	rut	duck	love	cuff	bulk	money	ruddy

35. The third-place light-dash vowel is *ø*; it has the short sound of *ø* in *noök*, and is always written at the end of the consonant, thus:

1							
	book	rook	cook	foot	shook	pull	pulley
2							
	bullet	pullet	root	fully	bully	look	hook

### QUESTIONS AND EXERCISES ON LESSON III.

28. What are the names of the light-dot and light-dash vowels? How are they written with reference to the consonants? In connection with what letter are they most easily pronounced, and what may they be called? What is said in regard to giving the long and the short sound of vowels? 29. What is the first-place light-dot vowel, and where written? Write each example five times. 30. Give the rule for writing second-place vowels when short. 31. What is the second-place light-dot vowel, and where is it written? Write each example five times. 32. What is the third-place light-dot vowel, and where is it written? 33. What is the first-place light-dash vowel, and where is it written? Write each example five times. 34. What is the second-place light-dash vowel, and where is it written? Write each example five times. 35. What is the third-place light-dash vowel, and where is it written? Write each example five times.

## LESSON IV.

### DIPHTHONGS—POSITION OF CONSONANTS.

36. There are four proper or perfect diphthongs, which occupy two positions to the consonant stem,—at the beginning and at the end. They are represented by small angular characters, as in the following table:

I	OI	OU	EW
v	^	^	^
aisle	oil	out	few

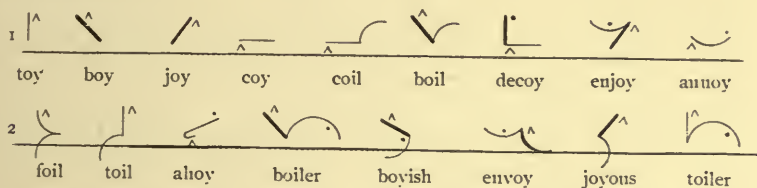
37. The diphthong signs always point exactly up or down, in this respect differing from the dash vowels which accommodate themselves to the direction of the consonant stroke. The sign for *I* does not depend upon position for legibility, and, when convenient, may be written in the second or third position to the consonant. When standing alone, it represents the pronoun *I*. The sign for *ew* represents the pronoun *you*.

38. When placed to a consonant stem, diphthongs are read in the same manner as the simple vowels. (See Rule, ¶ 17).

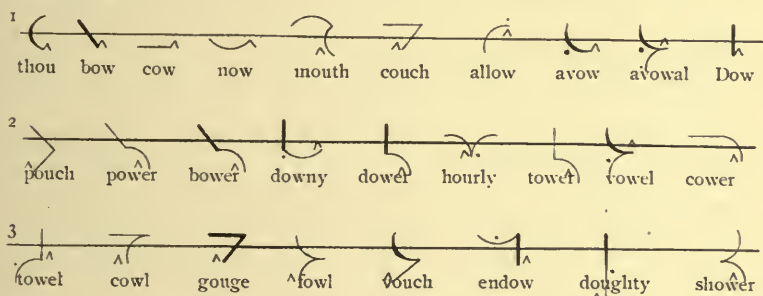
39. *I* has the sound of *ai* in *aisle*; and, although classed with the first-position vowels, owing to its shape, it may be written in any one of the three positions, thus:

1											
	tie	by	sigh	lie	die	hie	shy	ice	eyes	ire	mile
2											
	pie	dial	ivy	Ida	eyed	icy	thigh	thy	vie	nigh	my
3											
	tiara	ally	high	pile	time	tiny	dike	rhyme	dime		
4											
	ride	gibe	idol	China	kite	hide	lyre	knife			
5											
	alike	like	Nile	belie	mica	Siam	timely	tire			
6											
	Pica	unite	attire	alight	dial	higher	rely	Zion			
7											
	pipe	tide	type	abide	tidy	tithe	byway	bite	fife	five	

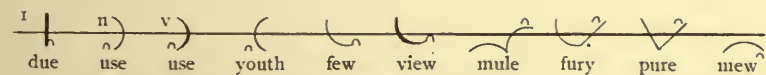
40. *OI* has the sound of *oi* in *oil*, and is always written at the beginning of the consonant, thus:



41. *OU* has the sound of *ou* in *hour*, and is always written at the end of the consonant, thus:




42. *EW* has the sound of *ew* in *new*, and is always written at the end of the consonant, thus:








43. When two vowels, or a diphthong and a vowel, precede the first or only consonant in a word, the first one uttered is written farthest from the stroke, as in *Iota*, *Iowa*. If two vowels follow the stroke, the last is written farthest from it, as in *Ohio*, *idea*, *Noah*.

## POSITION OF CONSONANTS.









44. The pupil will observe that the consonant outlines of all the foregoing examples are written either above, on, or below the line of writing. These positions correspond to the first, second, and third accented vowel positions. The object of writing a word in the position of its accented vowel is to imply the vowel without writing it, thereby adding greatly to the speed with which phonography may be written. To illustrate, take the word *meek*. Its accented vowel is the first-position long *e*, which is written above the line of writing. Now write the first consonant outline of the word in the first-position, and you have the word, thus: *meek*. Any other first-position vowel or diphthong is implied, consequently this outline may be read *Mike*, or *mock*, the context, or the sense, enabling the writer to decide at a glance which is the proper word. Again, take the word *came*; its accented vowel is long *a*. Now write the con-

sonant outline in the second-position,—the position of *ā*,—and you have  *came*, which is also the outline for *come* or *comb*. In the same manner, a word whose accented vowel is in the third-position should be written in that position to imply the vowel, as:




 *Mack*  *sack*  *smack*  *snag*  *gag*.

The consonant positions are as follows:

45. FIRST POSITION.—Half the length of the phonographic letter *t* above the line of writing for perpendicular, inclined, or horizontal stems, thus:

 *t*  *p*  *v*  *w*  *ray*  *m*  *ing*  *gay*




46. SECOND POSITION.—On the line, thus:




 *l*  *k*  *chay*

47. THIRD POSITION.—Half-way through the line for perpendicular and inclined strokes, and below the line for horizontal strokes, thus:

 *d*  *jay*  *m*  *n*  *k*

48. The first *perpendicular* or *inclined* stem of a word always determines the position of the consonant outline. For example, take the word *guide*: *d*, and not *g*, is the stem which shows its proper position, which must stop short of the line of writing, thus:

 *guide*; if *g* determined the position it would be written thus: . The position of the word *security* is determined by the consonant *t*, and not *k*, thus:  *security*. If *k* determined the position it would carry the word too far below the line of writing. Should the consonant outline consist entirely of *horizontal* stems, the position of the *first* will determine the position of the word, thus:

 *kick*  *cake*  *canoe*

When there are several consonants in a word, the proper position for the first perpendicular or inclined stem should be determined and the rest be allowed to follow in the natural order of joining.

49. WHEN THE RULE OF POSITION MAY BE VIOLATED.—The rule of position may be violated when the consonant outline is sufficiently legible to admit of writing the word on the line without danger of its conflicting with some other word. The necessity for writing according to position arises from the fact that a single sign frequently represents several words, and to prevent such words from clashing different positions are assigned them. It would obviously add to speed if all words could be written on the line, and experienced stenographers so write them whenever they can do it without impairing the legibility of their report.

## QUESTIONS AND EXERCISES ON LESSON IV.

36. How many proper or perfect diphthongs are there? What positions do they occupy in relation to the consonants? How are they represented? Name them. 37. How do the diphthongs differ from the dash-vowels? Does *I* depend upon position for legibility? How may it be written? When standing alone, what does it represent? What does the sign for *ew* represent? 38. How are diphthongs read? 39. What is the sound of *I*, and how may it be written? Write each example five times. 40. What is the sound of *oi*, and where is it written? Write each example five times. 41. What is the sound of *ou*, and where is it written? Write each example five times. 42. What is the sound of *ew*, and where is it written? Write each example five times. 43. What is said of two vowels preceding or following a consonant? Write each example ten times. 44. Read this paragraph carefully. What is the object of writing a word in the position of its accented vowel? What is the accented vowel in the word *neek*, and how should the outline be written to imply it? Is any other first-place vowel or diphthong implied? Give two examples. What is the accented vowel in the word *câme*, and in what position should the consonants be written? What other words does this outline represent? If the accented vowel is third-place, how should the consonant be written? Give an example. Read paragraphs 45, 46, 47. Name the consonant positions. 48. Which consonant determines the position of a word? Give an illustration. If *k*, in the last example, determined the position, what would be the effect? If the outline is composed entirely of horizontal stems, how is position determined? When the proper position of a consonant is determined, how are other characters joined? 49. When may the rule of position be violated? Why is it necessary to write words in position?



## LESSON V.

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### INTRODUCTORY TO READING AND WRITING EXERCISES.

50. The preceding lessons having been mastered, the student may put his knowledge to a practical test by reading and writing sentences composed of word-signs, and of words illustrating the principles thus far studied.

51. It is almost impossible to arrange sentences in this manner without using words involving principles in advance of the lesson, and when such occur the student should assume that they are right, according to the translation, and pass on to forms with the principles of which he is more or less familiar, leaving the unfamiliar ones to be explained at the proper time.

52. **WORD-SIGNS.**—Careful calculation has demonstrated that there are about one hundred words which, by being frequently repeated, constitute fully one-half of all oral or written discourse; that is to say, in every ten thousand words about five thousand will be the same words repeated. To secure greater speed in writing it is found necessary to use contracted forms for such words, these contracted forms are termed "word-signs," or "logograms," and the words they represent are called "sign-words."

53. **CONSONANT WORD-SIGNS.**—Consonant word-signs are single consonant stems, with or without hooks or circles attached.

54. **VOWEL WORD-SIGNS.**—Vowel word-signs are composed of the dot- and dash-vowels, and may have hooks or circles attached.

55. **CONTRACTIONS.**—Contractions are abbreviated signs, composed of two or more consonant stems. This method of representation corresponds to the custom of using contracted forms in common print, as *etc.* (*et cetera*), *e. g.* (for example), *i. e.* (that is), etc.

56. Word-signs and Contractions are written according to the rule of Position (See ¶ 44), except where they are likely to conflict with one another, in which case arbitrary positions are chosen for them.

57. A word-sign may represent several words in the same position; as such words are different parts of speech, the context will show which is intended.

58. Monosyllables, fully expressed by outline and position, often occur among the word-signs, and should be memorized, as they are word-signs to all intents and purposes. For instance, *chay* written above the line represents *each*; this is its proper place according to the *Rule of Position*. *Gay* written on the line represents *go*; *b* above the line, *by*—all in their proper positions, not properly word-signs, but classed with them. *B*, written on the line for *be*, and through the line for *to-be*, is properly a word-sign.

59. **PLURAL FORMS.**—To form the plural or possessive case of nouns, or the third person singular of verbs, the s-circle may be added to the consonant stem, thus: *it*, *its*; *thing*, *things*; *go*, *goes*; *do*, *does*.

60. **MEMORIZING WORD-SIGNS BY POSITION.**—When studying word-signs they should always be spoken of in connection with the position in which they are placed; thus, *M'* (*em one*, meaning *m* above the line, or in the *first* position) stands for *me* or *my*; *M* (*em two*, or on the line) stands for *am*, *may*, *him*; *chay'* stands for *each*, *chay*<sup>2</sup> for *which*, and *chay*<sup>3</sup> for *much*.

61. **GRADED OR CONTRASTED EXERCISES.**—Graded exercises are here introduced for the purpose of rapidly advancing the student to a thorough comprehension of the principles of Phonography as applied to the swiftest verbatim reporting, to which his future practice will be confined, with the exception of a few exercises composed of fully vocalized outlines, to enable him to understand how to use the vowels when the exigen-

cies of reporting require it. Until the pupil is familiar with vocalized phonography, the first line of these contrasted exercises will be vocalized; the second line shows the same sentence unvocalized, with word-signs introduced, and the third line shows the same sentence phrased, and written in the brief "reporting style." (The word "vocalized," as used in Phonography, indicates that the vowels are placed to the consonant outline.)

This method of showing at a glance, as it were, the gradations through which the student must pass to reach verbatim speed, has many advantages over the old method of requiring him to practice for months on the more elementary forms before venturing into the field of Reporting Word-signs and Contractions. If the instructions hereafter given are faithfully followed, the student may expect to acquire a degree of proficiency in three months which had never before been thought possible.

62. PHRASING.—Phrasing is the joining together of words that naturally combine into phrases or clauses, and its judicious use adds materially to speed and legibility. Words that are phrased in the following sentences are connected with hyphens; as, *you-may-be; I-will; some-time-ago*, etc.

63. When a word-sign represents several words, the sign-words will be inclosed in parentheses. When reading the exercises cover the translation with a card, but refer to it whenever there is doubt as to the correctness of your translation.

(Read 5 times.)

1   
 You may be up my way some time to-day; when I shall be glad to see

2   
 you at my house. If you come I will show you my new piano.

(Write 20 times.)

3   
 You may be up my way some time to-day; when I shall be glad to see

4   
 you at my house. If you come I will show you my new piano.

(Write 25 times.)

5   
 You-may-be up my-way some-time to-day; when I-shall-be-glad to see-you at

6   
 my house. If-you-come I-will show-you my new piano.

(Read 5 times.)

7   
 It is as I have said, and he knows that it is so, and I think that they

8   
 all know that I am right when I say that it is as I have stated.

(Write 20 times.)

(b)

9 | ° v l f . . w ( | ° ) . v ( ( (

It is as I have said, and he knows that it is so, and I think that they

10 \ . ( v u 1 e v ) ( | ° . v l f

all know that I am right when I say that it is as I have stated.

11 b . y 7 e { } ( . \

It is as I have said, and he knows that it is so, and I think that they all know

12 w . e ) { y

that I am right when I say that it is as I have stated.

13 y c u l r c i r l i c

Would you think of going if you thought we were to be there?

14 u y r s u c d i r v l y

or what were your plans, if you had any? We would like to know.

15 . a ( \ l a c e \ ) (d)

Would you think of going if you thought we were to be there?

16 l o e r s l a l c z r l y

or what were your plans, if you had any? We would like to know.

17 z ( e ) e 1 2

Would you think of going if you thought we were to be there? or what were

18 y l s r l y

your plans, if you had any? We would like to know.

- (a) The sign for *may-be* is called *emp* or *emb*, and should be shaded. (See ¶ 189.)  
 (b) Read ¶ 175. . (c) *To* may be implied by writing a sign in the fourth position, just below the line of writing, as, ----- *to-go*; ----- *to-make*. (d) Read ¶ 140.  
 (e) *You* may be inverted for convenience in phrasing.

### QUESTIONS AND EXERCISES ON LESSON V.

Read paragraphs 50 and 51. 52. What are word-signs? What are the words they represent called? 53. What are consonant word-signs? 54. What are vowel word-signs? 55. What are contractions? 56. How are word-signs and contractions written? 57. Can a word-sign represent more than one word? How are they distinguished from each other? 58. What is said in regard to monosyllables? 59. For what purpose is the s-circle added? 60. How should word-signs be spoken of? 61. Read this paragraph. 62. What is phrasing?

## LESSON VI.

### ISS, Z AND SES-CIRCLES, ST AND STR LOOPS.

64. *S* and *z* represent sounds of such frequent occurrence that it is necessary to provide an additional sign to the full-length stems by writing a small circle to the consonant. This circle is called *iss*, to distinguish it from the consonant stem *s*.

65. *Iss* is written on the inside of perpendicular and inclined stems by a motion contrary to that of the hands of a clock, as in figure 1; and on the concave side of curves in the direction of the curve, as in figure 2. When occurring between strokes, the circle is written in the most convenient way, as in the following examples:

Figure 1

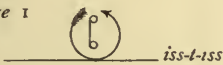
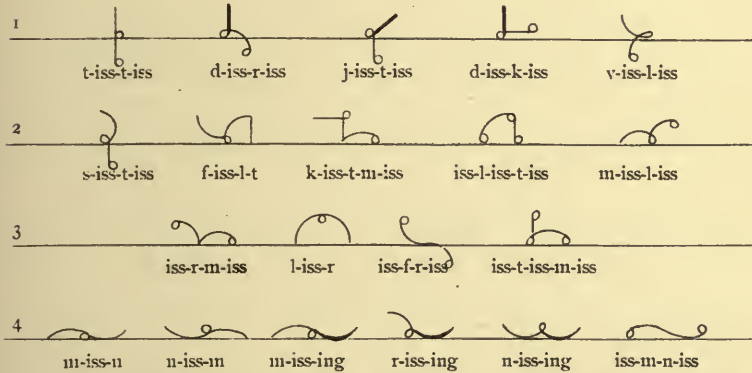


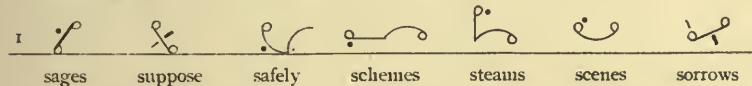
Figure 2



### EXAMPLES.



66. Words with *iss* joined are vocalized the same as if they had no circle attached. The initial circle is always read first; then any vowels placed before the consonant; then the consonant; then the vowels following it; lastly the final circle, thus:



67. The rules for vocalization apply only when both consonants between which the vowel occurs are written with strokes. When a stroke and a circle are written together the vowel is placed to the stem in connection with which it is immediately sounded, even though it is contrary to the rule for writing second- and third-place vowels, thus:

1								
	gusset	dusk	musk	misty	mask	bask	task	rusk

According to the rule, the short vowels in these words should be written to the second stroke; but this cannot be done, because of the intervening circle.

68. When a word begins with *s*, use the circle, thus:

1							
	stye	stay	spike	spoke	speak	snake	sneak

69. When a word ends with *s* or *z*, use the circle, thus:

1									
	lace	less	loss	toss	moss	mice	iness	nice	guise

70. When a word begins with *s* or *z* preceded by a vowel, use the stroke, thus:

1								
	oozing	ease	owes	ooze	easy	Esau	Isaac	Aztec

71. When a word *begins* with *z* followed immediately by a vowel, use the stroke, thus:

1							
	zealously	Zion	zeal	zealous	zany	zero	zinc

72. When a word *ends* with a vowel preceded immediately by *s* or *z*, use the stroke, thus:

1								
	Jessie	fussy	mossy	massy	cozy	lazy	ganzy	assignee

### 73. EXAMPLES.

1									
	space	spice	stays	sneeze	slays	slice	snows	easier	
2									
	tasty	disk	task	tusk	basks	gasp	cask	sought	
3									
	gusty	nasty	sit	sight	sat	valleys	sad	seen	same
4									
	sake	soon	sick	sack	sin	sing	sung	save	



5										
	justice	soup	seal	soul	seem	sane	sear	sowed	siege	sage
	sip	sup	sap	sought	such	sill	sag	sell	sum	
7										
	sow	pussy	Tasso	saucy	lassie	lasso	Nassau	busy	daisy	
8										
	sang	soar	sonr	safe	business	baseness	disguise	dismiss		
9										
	Æsop	eyes	essayed	acid	aces	Isis	eases	ooze	easily	

## SES-CIRCLE.

74. The syllables *ses*, *sis*, *sys*, *sus*, *cise*, are represented by a circle double the size of *iss*, called the *O ses-circle*.

75. The *ses-circle* may be vocalized by writing a vowel or a diphthong within the circle; but this is seldom necessary.

## EXAMPLES.

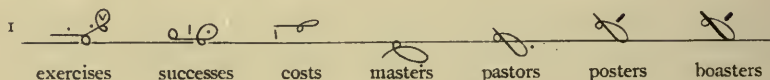
1								
	pieces	doses	chases	tosses	kisses	leases	losses	Moses
2								
	chooses	poses	forces	appeases	assizes	amazes	successive	opposes
3								
	noises	vices	spices	arises	possessive	possessed	insist	discusses

## ST AND STR LOOPS.

76. The sounds of *st* and *str* (pronounced *steh* and *stir*) are represented on consonant stems by a small initial or final loop, that for *st* extending about one-third the length of the stem, and that for *str* about two-thirds the length of the stem, thus:

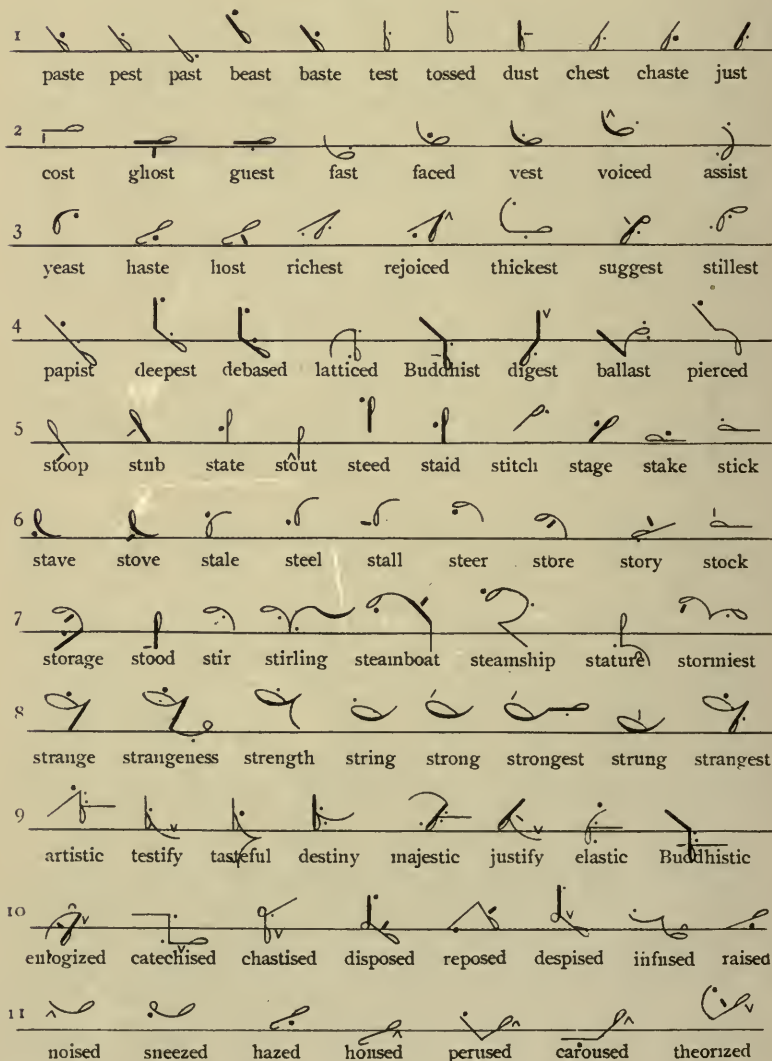
1								
	st-d	st-k	st-p	k-st	k-str	p-str	b-str	m-str



























77. A small circle may be added to the large circles and loops by turning it on the opposite side of the stroke, thus:



78. Stems with loops attached are vocalized as in ¶ 66.

### EXAMPLES.



12									
	paused	abused	dazed	accused	suffused	amused	amazed	beasts	tests
13									
	pastor	duster	jester	coaster	castor	feaster	faster	foster	vaster
14									
	wrestler	muster	Nestor	sinister	youngster	songster	Hester	ancestor	

## QUESTIONS AND EXERCISES ON LESSON VI.

64. Why is it necessary to provide an additional sign for *s* and *z*, and what is the sign? What is it called? 65. How is *iss* written on the inside of perpendicular and inclined stems? How on the concave side of stems? How when occurring between stems? Write each example under this paragraph five times. 66. How are words with *iss* joined vocalized? How is the initial circle read? How are the vowels read? When is the final circle read? Write the examples under this paragraph five times. 67. When do the rules for vocalization apply? When a stem and a circle are written together, how is the vowel placed? According to the rule, how should these vowels be written? Write the examples under this paragraph five times. 68. What is said about words beginning with *s*? 69. About words ending with *s* or *z*? 70. About words beginning with *s* or *z* preceded by a vowel? 71. About words beginning with *z* followed immediately by a vowel? 72. About words ending with a vowel preceded immediately by *s* or *z*? 73. Write each example under this paragraph, and under paragraphs 68, 69, 70, 71 and 72, five times. 74. How are the syllables *ses*, *sis*, *sys*, etc., represented? 75. How may the *ses*-circle be vocalized? 76. How are *st* and *str* pronounced, and how are the sounds represented? *St* occupies about what proportion of the consonant stem? *Str* about what proportion? 77. How is a circle added to the large circles and loops? 78. How are the stems with loops attached vocalized? Write the examples under this paragraph five times.

## LESSON VII.

### VOCALIZED READING EXERCISE.

79. In reading this exercise, the student should spell out each word carefully, so as to become familiar with the vowels and their positions.

80. In the construction of sentences, words involving principles in advance of the lesson were unavoidably used here and there: the paragraphs explaining them may be referred to during the progress of the lesson, or the student may wait until he reaches them in due course of study. For instance, the words *instructor*, *instructing*, *subscriber*, *English*, *language*, and *advantage*, involve the use of the *in-*, *l-*, *r-*, and *w-*hooks, the *ing-dot*, and the *halving* principle. Reference-marks are placed above some of these words, so that the paragraphs explaining them may be referred to without loss of time.

81. Upon the completion of this lesson the student will be sufficiently familiar with the vocalization of simple words; this style will therefore be discontinued in the following lessons, and words will be vocalized only where it is necessary to illustrate some principle, or where legibility requires it.

NOTE.—The foot-notes to which the reference-marks refer will be found on page 29.

### READING EXERCISE.

(Cover translation and read five times.)

1<sup>v</sup> (b)  
I hope that all of the members of the party are happy, and

2 (a) (a)  
that each will take advantage of the opportunity given him to

3 (e) (d)  
subscribe a dollar to pay an instructor for instructing our young

4   
people in the English language. Few, if any, ever wish to see

5   
themselves as others see them. I will try to come, because we

6   
have promised that we would do so; we will meet here, and all go there together.

7   
He promised me a thousand dollars several months ago; I hope

8 that he will pay me at this time, for I wish the money very much. It is usual

9 to allow us the use of the carriage for an hour each day, and they usually

10 come out at this time with it. Now that my attention is called to it, I

11 never knew him to own anything, or have or hold any stock in any company.

12 This is the rule, and this has been the rule, as it was made by

13 themselves. *Am*, *may*, and *him* are represented by the same signs in short-

14 hand; this is a thing that is commonly done. I think he

15 thanked him several times for the thousand dollars given him.

16 Though thou wilt refuse, thou shalt go, and she shall accompany

17 thee. The company has come, and will accompany you on the way.

### SIMPLE CONSONANT WORD-SIGNS AND CONTRACTIONS.

NOTE.—These word-signs should be memorized, either by writing the following sentences in which they occur, over and over again, or by writing each word-sign, singly, a great many times, as given in the list.

1 up (hope happy party) by be to-be subject subjected it (at out) time its itself do

2 had dollar each which much advantage common commonly (come company)

3 accompany-ied because give-n (together go ago) if for few ever have however several



4	(	(	(	(	(	6	6	6						
	think	(thank-ed	thousand)	(thee	thy)	(them	they)	(though	thou)	these	this	(those		
5		6	)	)	)	)	)	)	)	)	)	)		
	thus)	(this-is	this-has	themselves)	see	so	(us	use)	was	use	(wish	she)	(shall	shalt)
6	)	(	(	(	(	or	(	)	)	)	)	)	)	)
	usual-ly	(will	wilt)	(whole-ly	allow)	(here	her)	are	(our	hour)	(hers	herself)	(ours	our-
7	)	)	)	)	)	or	)	)	)	)	)	)	)	)
	self)	ourselves	me-y	(ain	may	him)	whom	myself	himself	(in	any)	(no	know)	now
8	)	)	)	)	)	)	)	)	)	)	)	)	)	)
	(knew	own)	influence	influences	influenced	thing	(language	length)						
9	)	)	)	)	)	)	)	)	)	)	)	)	)	)
	(long	along	young)	why	way	away	your	(yours	yourself)	yourselves.				

## WORD-SIGN SENTENCES.

82. These are the same sentences that are given in the preceding exercise, but written in the Reporting Style. They should be written and re-written until the student can write them easily at the rate of fifty words a minute; they should then be dictated to him at the rate of about sixty words a minute—reading them over and over for an hour at a time, but never faster than the writer can take the words down and form perfect outlines. As soon as the student can write the unphrased sentences easily, and is familiar with each word-sign in the list and its proper position, the greater part of his practice should be given to the phrased sentences, writing them from dictation for an hour or two each day, until he can write them at the rate of one hundred words a minute, and then reviewing them from time to time until they can be written at the rate of one hundred and fifty words a minute.

83. When writing from dictation, if you cannot put the words down at the rate of at least forty words a minute, stop the dictation and practice writing the characters a few hours before attempting to write from dictation again. If you hesitate on any particular word, underscore it, and when through with dictation look it up and write it hundreds of times; waste a ream of paper, if necessary, in order to memorize it.

84. The directions for practice, given at the beginning of each exercise, are intended for those who are pursuing the study without the aid of a teacher, and who may not know how to assign lessons for themselves. Teachers can use their judgment in the number of times the student should be required to write each exercise before attempting to write from dictation.

## WRITING EXERCISE.

NOTE.—The word-signs given in these sentences will be found in the list on page 25. The hundredth word in each exercise for dictation is underscored, and the number printed in the margin; at the conclusion of the exercise the full number is given.

(Copy twenty times. Write from dictation twenty-five times.)

- 1 I hope that all of the members of the party are happy, and that each will take  
(a) (b) (c)
- 2 advantage of the opportunity given him to subscribe a dollar to pay an instructor  
(d)
- 3 for instructing our young people in the English language. Few, if any, ever wish  
(e) (b)
- 4 to see themselves as others see them. I will try to come, because we have promised  
(a) (e)
- 5 them that we would do so; we will meet here, then all will go there together. He  
(e)
- 6 promised me a thousand dollars several months ago; I hope that he will pay me  
(e)
- 7 promptly this time, for I wish the money very much. It is usual to allow us the use  
(b)
- 8 of the carriage for an hour each day, and they usually come out at this time with it.  
(f)
- 9 Now that my attention is called to it, I never knew him to own anything, or to  
(g)
- 10 have or to hold stock in any company. This is the rule, and this has been the  
(a)
- 11 rule, as it was made by themselves. *Am*, *may*, and *him* are represented by the  
(a)
- 12 same sign in short-hand; this is a thing that is commonly done. I think he thanked  
(a)
- 13 him several times for the thousand dollars given him. Though thou wilt refuse,

14   
 thou shalt go, and she shall accompany thee. The company has come, and will

15   
 accompany you on the way. (227 words.)

### WRITING EXERCISE—PHRASED.

(Copy twenty-five times. Write from dictation twenty-five times.)

1   
 I hope that all of the members of the party are happy, and that each will take advantage of the opportunity given him to subscribe a dollar to pay an instructor for

2   
 instructing our young people in the English language. Few, if any, ever wish to see themselves as others see them. I will try to come, because we have promised them

3   
 that we would do so; we will meet here, then all will go there together. He promised me a thousand dollars several months ago; I hope that he will pay me promptly

4   
 this time, for I wish the money very much. It is usual to allow us the use of the carriage for an hour each day, and they usually come out at this time with it. Now

5   
 that my attention is called to it, I never knew him to own anything, or to have or to hold any stock in any company. This is the rule, and this has been the rule, as it was made by themselves. Am, may, and him are represented by the same sign in

6   
 that my attention is called to it, I never knew him to own anything, or to have or to hold any stock in any company. This is the rule, and this has been the rule, as it was made by themselves. Am, may, and him are represented by the same sign in

7   
 that my attention is called to it, I never knew him to own anything, or to have or to hold any stock in any company. This is the rule, and this has been the rule, as it was made by themselves. Am, may, and him are represented by the same sign in

8   
 that my attention is called to it, I never knew him to own anything, or to have or to hold any stock in any company. This is the rule, and this has been the rule, as it was made by themselves. Am, may, and him are represented by the same sign in

9   
 that my attention is called to it, I never knew him to own anything, or to have or to hold any stock in any company. This is the rule, and this has been the rule, as it was made by themselves. Am, may, and him are represented by the same sign in

10   
 that my attention is called to it, I never knew him to own anything, or to have or to hold any stock in any company. This is the rule, and this has been the rule, as it was made by themselves. Am, may, and him are represented by the same sign in

11   
 that my attention is called to it, I never knew him to own anything, or to have or to hold any stock in any company. This is the rule, and this has been the rule, as it was made by themselves. Am, may, and him are represented by the same sign in

12   
 that my attention is called to it, I never knew him to own anything, or to have or to hold any stock in any company. This is the rule, and this has been the rule, as it was made by themselves. Am, may, and him are represented by the same sign in

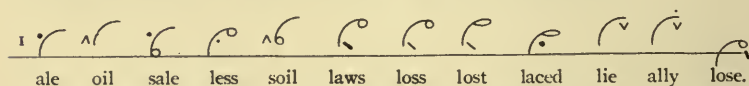


## LESSON VIII.

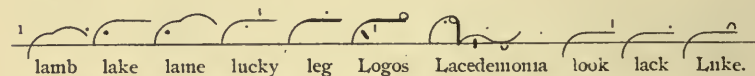
## RULES FOR WRITING L OR LAY, R OR RAY, ISH OR SHAY.

85. When *l* is written *upward* it is called *lay*, to distinguish it from the *downward* stroke *l*.

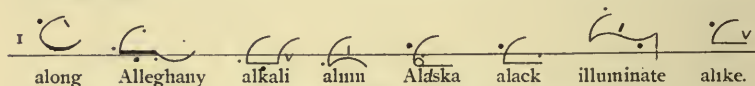
*L* is written *upward* when it is the only consonant in a word, thus:



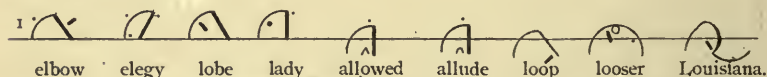
86. When *l* is the first consonant in a word *not* preceded by a vowel, and is followed by — *k*, — *gay*, or — *m*, it is written upward, thus:



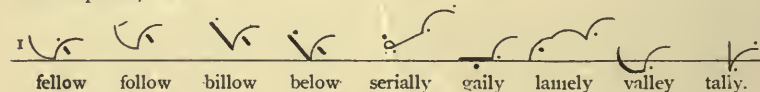
87. When *l* is preceded by a vowel and followed by a consonant, it is written downward, thus:



88. *L* should be written upward when immediately followed by a downward stroke, thus:



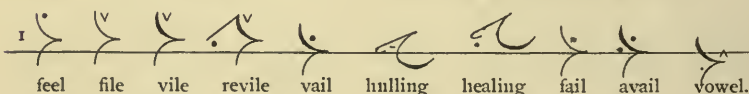
89. When *l* is the final consonant in a word and is followed by a vowel, it is written upward, thus:



90. Final *l* is best written upward, even when it is not followed by a vowel, after *p*, *b*, *k*, *gay*, *chay*, *jay*, and *m*, thus:

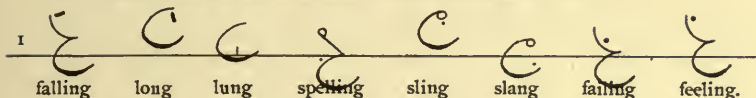


91. After *f*, *v*, *ray*, *hay*, if any vowels follow, *l* is written downward, thus:

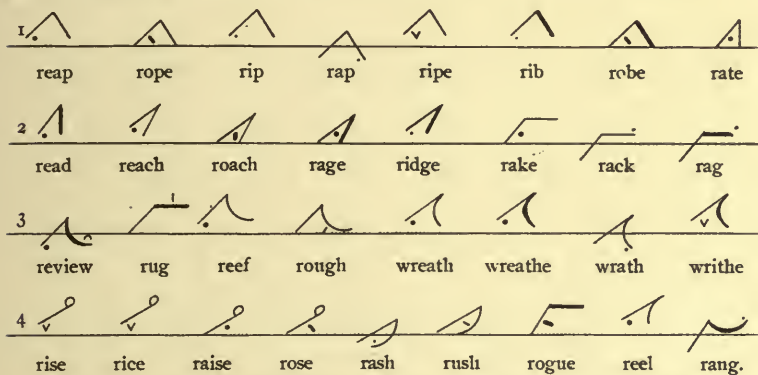




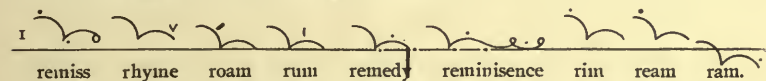
92. When *l* precedes *ing* it is usually written downward, thus:



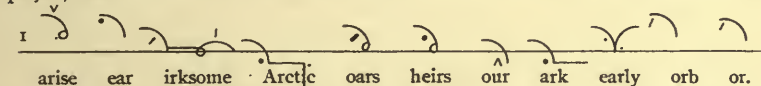
93. When *r* is the first consonant in a word not preceded by a vowel, *ray* is generally used, thus:



94. Exception is made to the above rule when the following consonant is *m*, which forms a better angle with the downward stroke, as in



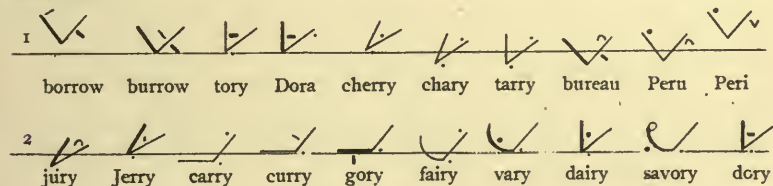
95. When initial *r* is preceded by a vowel, the downward stroke is usually employed, thus:

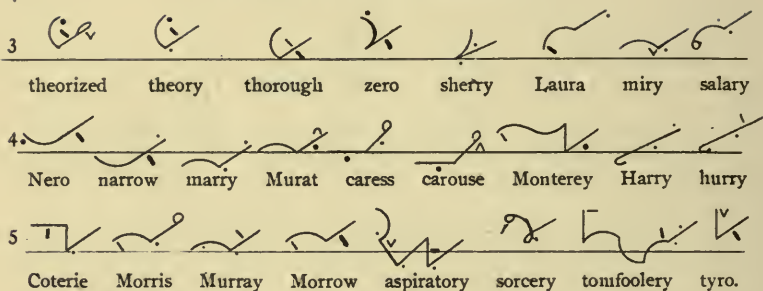


96. When the next consonant following *r* is a downward stroke, except *p*, *b*, *f*, and *v*, to secure better outlines, *ray* is used, even when preceded by a vowel, thus:

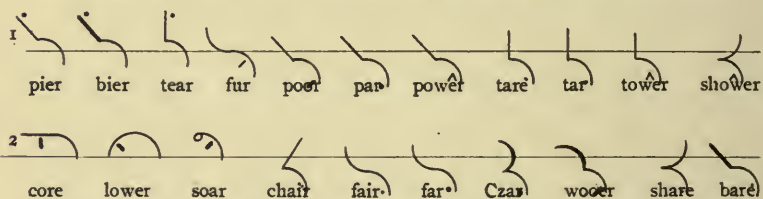


97. When *r* is the final consonant in a word, and is followed by a vowel, *ray* is used, thus:

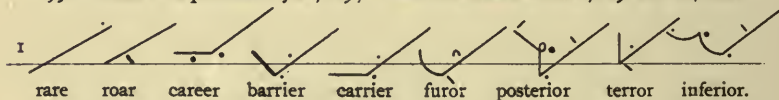




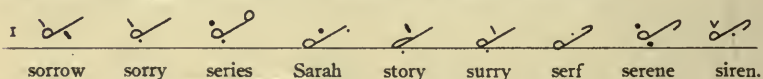
98. When no vowel follows *r*, the downward stroke is usually employed, thus:



99. When *r* is preceded by *m*, *ray*, or two downward strokes, *ray* is used, thus:



100. When *r* with an initial circle or *steh* loop is the only consonant in a word, and is both preceded and followed by a vowel, it is written upward, thus:



### QUESTIONS AND EXERCISES ON LESSON VIII.

85. What is the upward stem for *l* called? Why? When *l* is the only consonant in a word, how is it written? 86. When it is the first consonant in a word not preceded by a vowel and is followed by *k*, *gay*, or *m*, how is it written? 87. How when it is preceded by a vowel and followed by a consonant? 88. How when a downward stem immediately follows it? 89. How when it is the final consonant in a word followed by a vowel? 90. After what letter is final *l* best written upward? 91. How is *l* written after *f*, *v*, *ray*, and *hay*, if followed by a vowel? 92. How is *l* preceding *ing* usually written? 93. When *r* is the first consonant in a word not preceded by a vowel, which form is generally used? 94. What is the exception to this rule? 95. When initial *r* is preceded by a vowel, which stroke is usually employed? 96. When is *ray* used to secure better outlines? 97. When *r* is the final consonant in a word followed by a vowel, which form is used? 98. When no vowel follows, which form is generally used? 99. When *r* is preceded by *m*, *ray*, or two downward strokes, which form is used? 100. When *r* with an initial circle or *steh*-loop is the only consonant, and is preceded and followed by a vowel, which form is used? Read each example under the preceding paragraphs ten times, and write them once.

## LESSON IX.

### DIFFERENT METHODS OF EXPRESSING *w* AND *y*.

101. The sounds of *w* and *y* never occur in English except before vowels; and occur so frequently that, in addition to the full-length stems, brief signs are provided, called *c weh*, *ɔ wuh*, *u yeh*, *ʌ yuh*, and the *w*-hook.

102. The full-length stems for *w* and *y* are used in the following cases:

103. In all words, except *c we*, in which *w* is the only consonant; as in *w* weighl, *w*woe, *w*woo.

104. When *w* is followed by *s*; as in *w* weighls, *w* waste, *w* wise, *w* west.

105. When a vowel precedes *w*; as in *w* awake, *w*awoke.

106. *y* is used in most words, except *u ye* and *ʌ you*, in which *y* is the only consonant, as in *y*ea, *y*ew, and in the words

1 yesterday yews yes yeas yeast Yost yeoman yaloo *y*ule yoke yawn.

107. The brief signs for *w* and *y*, *c weh*, *ɔ wuh*, *u yeh*, *ʌ yuh*, are placed to the consonant-stem to give the sound of *w* and *y* to the vowel whose position they occupy; they are made heavy to represent the heavy-dot and dash-vowels, and light to correspond to the light-dot and light-dash vowels.

108. To add *w* to the heavy-dot vowel *ē*, *c weh* is placed to the consonant-stem in the position occupied by *ē*, forming *w-ē*, thus:

1 weed weedy Swede sweep weep weave week ween weal weakest.

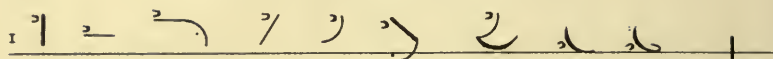
109. To add *w* to the heavy-dot vowel *ā*, *c weh* is placed to the consonant-stem in the position of *ā*, forming *w-ā*, as in

1 wade wave swayed waif wain wait wake Wales wage wages.


110. It should be remembered that *w*eh, to express the heavy-dot vowels, is always shaded heavy and opens to the right. To indicate the light-dot vowels, it is placed to the consonant-stem in the same manner, but *not shaded*, as in

1 wish wit widow wet web wed wedge wick wig win width will.

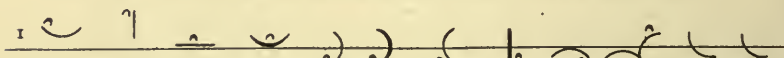
111. To add *w* to the dash vowel series, *ɔ wuh* is used—made heavy to represent heavy-dash vowels, and light for the light-dot vowels, and always opens to the left, thus:

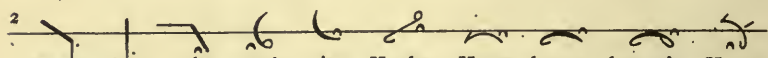
1   
 wad walk Walker watch wash Wabash washing wove woven wooed.

112. To add *y* to the heavy- and light-dot vowels, *yeh* is used, as in

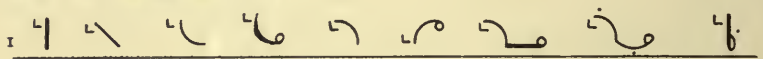
1   
 year Yates Yarmouth yearn Vale Yahoo yet yellow yearly.

113. To add *y* to the heavy- and light-dash vowels, *yuh* is used, thus:


1   
 yawn yacht yoke young use use youth due new mule few fuel

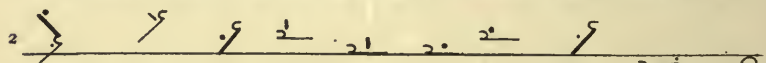
2   
 beauty duty cube youths view Hughes Hume humor humorist Huron.

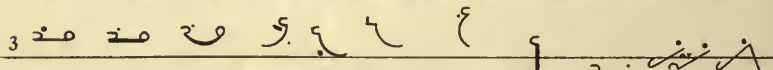
114. The triphthongs, <sup>L</sup> *wi*, <sup>7</sup> *woi*, <sup>7</sup> *wou*, are expressed by writing *w* at an angle to the consonant-stem, thus:


1   
 wide wipe wife wives wire wiles wire-gauze wiriness widest.


115. Experienced phonographers generally use these brief signs initially to represent the simple power of *w* or *y*, leaving the vowel to be understood. When so used, either half of the circle may be written, according to convenience in joining it to the consonant-stem. When one sign is as readily joined to the consonant-stem as the other, use the one which indicates the group to which the vowel belongs, as follows:

1   
 weed weep witty weave wait wipe Webster sweet Swede witch

2   
 bewitch watch wage walk woke wake weak wedge waxed waxes

3   
 weeks wigs wings wash waif wife withe wooed wag war warp

4   
 widest whitest wettest sweetest sweeter sweetly sweep swoop

5   
 switch sweat swayed swig swath swathe suave suavely assuage



6										
	suages	swung	swing	swash	wish	width	Wabash	Walker	Watson	
7										
	zouave	dissuade	unswayed	widely	Yates	year	yon	young		
8										
	youngsters	yell	yellowish	Yankee	yam	yank	unique	unity		
9										
	unite	yoke	yearling	Yale	yawns	yawl	yelp	yore	genii	nyoke.

## SMALL W-HOOK.

116. *W* is also represented by a *small* initial hook on *l*, *ray*, *m*, and *n*, as follows, and may be used in place of brief *weh* and *wuh* when convenient:

wel	wer	wein	wen

117. The small *w*-hook is always read before the consonant-stem, thus:

1										
	weal	well	wool	woolly	wily	willow	walrus	Waltham	welcome	
2										
	wealthy	Welsh	William	wear	wary	wearily	weariness	worry	worm	worship
3										
	work	warehouse	wine	win	wean	winnow	window	swill	swallow	swine
4										
	swell	swear	swirl	swarm	swarthy	swin	swimmer	swimming		
5										
	Edwin	unwell	unwieldy	unworthy	unwearied	unwary	wince	wined		
6										
	wincing	worst	Worcester	Wednesday	welfare	worthy	windy	welkin		
7										
	wormwood	worthless	swarthy	soiree	unwelcome.					



## QUESTIONS AND EXERCISES ON LESSON IX.

101. What is said about the sounds of *w* and *y*? What additional signs are provided, and what are they called? 102. In what cases are the full-length stems for *w* and *y* used? 103-4-5-6. In what words is *y* usually employed? 107. For what purpose are the brief signs for *w* and *y* placed to the consonant stems? For what purpose are they shaded? For what purpose are they written light? 108. How is *weh* placed to add *w* to heavy-dot vowels? Give an example. 109. Where is *weh* placed to add *w* to *a*? Give an example. 110. How should *weh* be written to indicate a heavy-dot vowel, and in what direction should it open? How should it be written to indicate a light-dot vowel? 111. How should *wuh* be written to add *w* to the dash-vowel series? How should it be written to indicate the light-dash vowels? *Weh* opens in what direction? Give an example. 112. What sign is used to add *y* to the heavy- and light-dot vowels, and in what direction does it open? Give an example. 113. What sign is used to add *y* to the heavy- and light-dash vowels, and in what direction does it open? Give several examples. 114. How are the triphthongs expressed? Give several examples. 115. How may experienced phonographers write these signs? Give several examples of *w* and *y* joined initially. 116. On what stems may *w* be expressed by a small initial hook? Write each example in this section ten times. 117. How is the small *w*-hook read? Write each example under the foregoing paragraphs five times.

## LESSON X.

## WRITING EXERCISE.

(Copy twenty times. Write from dictation twenty-five times.)

1

He was amazed at their vices and debased condition, and said that they were dazed

2

when accused by their pastors, and acted more like beasts than men possessed of reason.

3

We perused the news from Alleghany saying that the party were soon to sail for

4

Sweden, and that their wives would go with them. They are all good sailors and

5

swimmers, but some are unwieldy and we will have to look out for their welfare.

6

There are several Yankees and wealthy Yale men among the crew, who will make the

7

welkin ring with the Yale yell. Messrs. Yates, Watson, Worcester, and Welsh will

8

show their Irish wit and irony, and they, too, will bear watching. Waltham and

9

Wooley, and all of the other young men and wags from the Wabash, will spear walrus,

10

wind and wave and weather permitting. We are all very sorry to have them go, and

11

wish them safe return.

VOWEL AND BRIEF *W* AND *Y* WORD-SIGNS.

118. The vowel-signs occupy two positions, except *ah*, which is written in the third; a *fourth* position is sometimes used to express an additional word, as—*to-the*, *to-him*, *to-a*, the sign being written just below and against the line.

119. A name is given to the dash-vowel-signs by affixing the Greek termination *oid* (meaning *like*, or *resembling*) to half-length stems; thus, *bed-oid*, like *b*; *ded-oid*, like *d*; *jed-oid*, like *j*. *Pet-oid* is the sign for *of*; *pet-oid'* is the sign for *to* or *two*; *chet-oid* is the sign for *he*; *ret-oid* is the sign for *on*. *Ret-oid* (like *ray*) is written upward, while the sign for *he* is written downward. The name for the symbol representing *I* is *pet-oid'* *ret-oid*. The figures 1, 2, 3 accompanying a word-sign indicate the position in which the sign should be written,—whether *first*, *second*, or *third*.

(Copy twenty-five times.)

1 . . . . .  
The a and ah all (already awe) ought of or on he (two too) (O oh owe) owing

2 / / / / /  
who-in whose (who-is who-has) whoever to (to-the to-him) to-a how but should

3 v c c c c v v v v n n  
(I eye aye high) we with were what would ye year-s yet beyond you.

## CIRCLE AND LOOP SIGNS.

1 o o o o o  
(is, his) (as, has) (is-his is-as his-is his-has) (as-is as-his as-has has-his has-us.) First

2 o  
is-there has-there.

## WRITING EXERCISE.

(Copy twenty times. Write from dictation twenty-five times.)

1 / / / / /  
He ought to look up to-him with great awe, if he does not already do so. How

2 v / / / / /  
should I know whom you owe? You-may-be owing everybody with whom you were

3 / / / / /  
on borrowing terms. We would that you were yet with-us as ye were a year or two

4 / / / / /  
ago. Who-is this man who-has carried himself so high? Aye, sir, I would-know

5 who he-is, and-whence he-came, and-what he-would-do. He-has lived years beyond-

6 his time, and may live years yet to come. It-is-as I-have-said and as-has-been said  
(c).

7 before. Is-his a happy life, as his friends all say? Has-his time already come to-go?

8 First, you-may tell-us, is-there-not, or has-there-not-been, such-a statement made as-is  
(d) (e)

9 herein described, or is-as his statement is-said to-be?

(a) See 193. (b) An *l*-hook may be added to the *dash*-vowel word-signs to express *all* or *will*. (c) *Bef* is a better sign for *before* than *ded-oid*, as it can be halved for *before it*. (d) A very convenient and legible form for *is there*. (e) *Has their* may be written on the line in phrase; below the line when standing alone.

#### QUESTIONS AND EXERCISES ON LESSON X.

Copy the writing exercise twenty times, and write it from dictation twenty-five times. 118. How many positions do the vowel-signs occupy? What does the fourth position indicate? How should a sign in this position be written? 119. What are the Vowel Word-signs called? What is *pet-oid one* the sign of? *Pet-oid two*? *Chet-oid one*? *Ret-oid one*? In what direction is *ret-oid* written? In what direction is the sign for *he* written? What is *pet-oid one ret-oid*? What do the figures 1, 2, and 3, in connection with phonographic characters, indicate?

## LESSON XI.

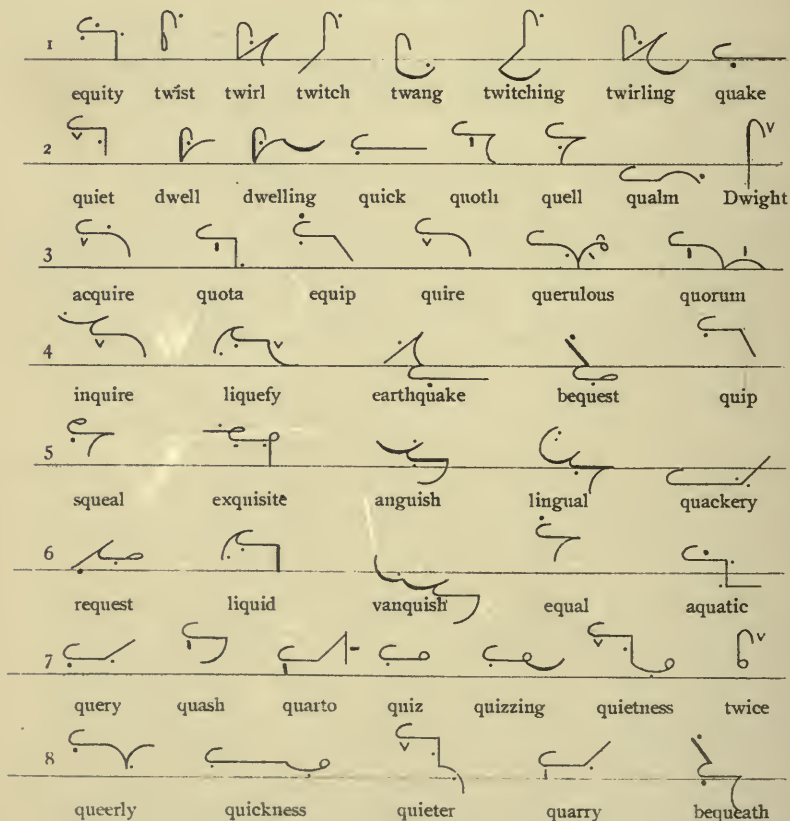
## LARGE INITIAL W-HOOK.

120. Unlike the small *w*-hook, which is always read first, the large *w*-hook is read after the consonant-stem, thus:



121. The vowels are not written between the stroke and the hook, as in the case of the small *w*-hook, but the stroke and hook must be pronounced together as one syllable. *Iss* may be written within the hook.

## EXAMPLES.





9						
	squad	iniquity	squire	squeezing	squab	squelch
10						
	equipage	equipoise	equinox	squaw	squawk	
11						
	quietus	Quebec	quagmire	guano	tweezers	squeezed

## QUESTIONS AND EXERCISES ON LESSON XI.

120. How is the large *w*-hook read? In what respect does this differ from the small *w*-hook? 121. Are the vowels written between the stroke and the hook? How must the stroke and hook be pronounced? How may the *iss*-circle be written? Write each example five times.

## LESSON XII.

## DIFFERENT MODES OF EXPRESSING ASPIRATION.

122. In phonography four methods of aspiration are employed.

123. First, a full-length stroke for *h*, thus:

1									
	husk	hung	hang	hush	hash	heath	hasp		
2									
	Harriet	horrid	harp	hearty	host	hasten			
3									
	hero	Hindoo	hawser	hubbub	harrow	hurry			
4									
	haughty	heavy	huffy	honey	Hannah	hasty	hastily		
5									
	house	hiss	Hayes	hose	hood	heed	hedge	hatch	hitch

124. Second, a dot placed *before* a dot-vowel, or *above* a dash-vowel, thus:

1										
	had	half	heap	hip	hope	happy	happily	hide	height	whit.

125. Third, an *h*-tick (*heh*), thus:

1								
	hack	hock	hook	Hinxley	hackney	hectic	Hague	
2								
	ham	homely	hag	humming	hear	hair	Hugo	
3								
	harem	hell	hill	help	hollow	howl	holy	halo
4								
	hugging	hog	hogshead	home	hum	hem	homily	helm

5								
	haze	hazy	hussy	hazing	huzza	hussar	hazardous	Hume
6								
	* whig	whey	whiz	why	whisk	whiskey	whip	
7								
	wheat	whitlow	Whitney	Whittier	whittle	wheatland	whiff	
8								
	whiffletree	whet	whack					

When *I* follows *wh*, the *wi*-sign may be used, thus:

9							
	white-cap	whiteness	white	whitewash	whiter	whitest	white oak

126. Fourth, shading the small *w*-hook, thus:

1							
	while	whale	whim	whine	whence	whelp	whimsical































127. Advanced writers omit the aspirate whenever they can do so without impairing legibility.

\* Observe that in this line *w* is read before *h*, as *h* never occurs before *w*.

## TICK-SIGNS WRITTEN IN PHRASE.

(Write twenty times.)

1											
	with-the	for-the	in-the	to-the	of-the	take-the	make-the	upon-the	fetch-the	bring-	
2											
	the	which-the	send-the	give-the	from-the	get-the	have-the	and-the	And-a		
3											
	and-for	and-that-a	and-it	and-do	and-all	and-which	and-with-a	and-when-the	and-		
4											
	for-a	at-a	with-a	take-a	can-a	which-a	have-a	give-a	to-a	and-in-the	and-which-
5											
	the	and-when-a	and-do-a	and-do-the	of-a	or-the	or-a	but-the	but-a	on-the	on-a

6										
	should-the	should-a	is-the	is-a	as-the	as-to-the	as-a	as-to-a	were-the	were-a
7										
	would-the	would-a	beyond-the	beyond-a	and-of	and-to	and-is-the	and-is-a	as-to-	
8										
	what	he-is-the	he-is-a	he-is-not	he-has-not	how-the	how-a			

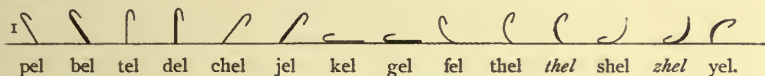
### QUESTIONS AND EXERCISES ON LESSON XII.

122. How many methods of aspiration are employed in Phonography? 123. What is the first? 124. What is the second? 125. What is the third? 126. What is the fourth? 127. Do advanced writers ever omit the aspirate? Write each example once. Write the Tick Phrases twenty times, and review them every day until learned.

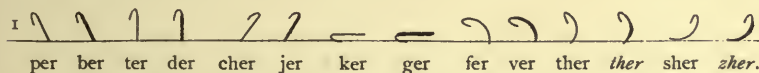
## LESSON XIII.

DOUBLE CONSONANTS—INITIAL HOOKS FOR *L* AND *R*.

128. *L* is represented by a small initial hook on the circle-side of the consonants, thus:



129. *R* is represented by a small initial hook on the opposite side of the consonant-stem from the *L*-hook, thus:



130. These hooks must not be separated from the consonant-stem, but the hook and the stem should be pronounced together in one syllable, thus:  $\text{—}$  *kel*, not *k-l*;  $\text{—}$  *gel*, not *g-l*;  $\text{—}$  *ker*, not *k-r*.

131. In naming the double consonants they should be called by single syllables, as above.

132.  $\text{—}$  *Shel* and  $\text{—}$  *zhel* never stand alone, and are always written upward.

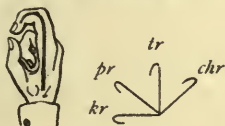
133.  $\text{—}$  *S*,  $\text{—}$  *s*,  $\text{—}$  *ing*, and  $\text{—}$  *h* do not take the *L*- or *R*-hook.

134. The *L*-hook is not attached to the stem for *L*; neither is the *R*-hook attached to the stems for *r* and *y*.

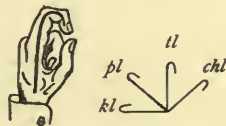
135. RULE FOR VOCALIZING THE INITIAL HOOK SERIES.—A vowel written to a double consonant should not be read *between* the hook and the stroke, but *before* or *after* both, according as it is written before or after the sign.

136. The following diagrams will assist the student in remembering the *L*- and *R*-hooks on the straight stems:

*PR* AND *PL* HOOKS.—If the right hand be held up, with the first finger bent, the outline of *tr* will be seen; and if the left hand be held up in the same way, the outline of *tl* will be seen. By turning the hand round in the following positions, all the double consonants of the *pr* and *pl* series will be formed.



FORWARD MOTION.






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












































































137. When the pen moves in the *same* direction as the hands of a clock, or as we drive in a screw, we say that it moves *forward*; and when it moves in the contrary direction, we say that it moves *backward*. In this principle of motion we have a uniform rule for attaching a hook or a circle to straight letters, in whatever direction they may be written, as shown in the following rhyme:

To keep in mind the way to trace  
The hooks and also circle *s*,—  
On STROKES THAT CURVE, by this abide,  
All hooks and circles turn inside.  
On all STRAIGHT LINES, the simple *s*  
Is written backward; as *o*  *sake*  guess:  
Initial hooks, remember well,  
Forward for *r*,—backward for *l*:  
For final hooks, you turn your pen  
Forward to signify an *n*,  
And backward for an *f* or *v*,  
As in *ken*,  *cough*, you clearly see.

138.

## EXAMPLES.

1									
	plea	pleas	ply	pry	prime	prize	prim	premise	climb
2									
	play	pray	bray	plug	plun	pluck	blow	blame	flay
3									
	plush	plague	break	able	brace	bleat	blotch	block	drug
4									
	preach	tree	trium	trip	trod	draw	dream	drop	dry
5									
	plow	plash	pro	brow	brew	brass	apple	true	able
6									
	trick	crib	crop	cream	creed	crotch	try	dry	
7									
	clause	gloss	gleam	glee	clip	cloth	drake		
8									
	troop	grab	clap	class	drew	grew	gloom	croup	
9									
	black	bloom	broom	drab	drag	trap	dram	drape	prop

10										
	crease	growth	crape	globe	glut	glum	glare	close		
11										
	glib	glaze	glow	gray	grim	grab	adder	clothe		
12										
	bleach	prick	brick	breach	bridge	bribe	broth	prong	blight	dray

139. It has been shown how an *l*-hook may be attached to *f*, *v*, *ih*, and *thee*. It is also desirable to add an *r*-hook to these consonants; and the only way in which it can be done is by turning them over, as in the following examples, where the *l*- and *r*-hooks are contrasted:

1								
	fl	fr	vl	vr	thl	thr	THL	THR.

140. If the stem *fl*, in the line above, were made of a piece of wire, and then turned over, it would represent the next outline to it, *fr*. To impress these hooks more fully upon the memory, as they cause considerable trouble, to some pupils, at first, the following examples are given, and when possible the *l*-hook is placed in immediate contrast with the outline turned over to express the *r*-hook:

1										
	flee	free	fly	fry	flock	frock	fleece	freeze	flow	fro
2										
	flame	frame	flesh	fresh	freak	Fleek	flail	frail	flash	thrash
3										
	thrush	flush	flim	frill	flog	frog	three	thrice	throw	other
4										
	thrive	throb	froth	throve	shrub	through	shrew	flange	flume	
5										
	flip	fling	shrug	finch	offer	author	either	ether	shrink	
6										
	shriek	shrill	thrill	thrive	thresh	throng	throve	threshold.		

## WRITING EXERCISE.

(Copy twenty times. Write from dictation twenty-five times.)

1.

The flow of the river is so swift that it will not freeze, and the enemy cannot flee

2.

in that direction. This flock of sheep have very fine fleeces, and when shearing time

3.

comes they will be sheared and their fleeces made into frocks. They use the flail to

4.

thresh out the grain by swinging it to and fro. This is a fresh freak that Mr. Fleek

5.

has attempted. The shrub does not seem to thrive, and should have some fresh water.

6.

The throng crossed the threshold, and as they did so a shrill shriek to fly for their lives

7.








thrilled through every one of them.

## QUESTIONS AND EXERCISES ON LESSON XIII.

128. How is *l* represented? 129. How is *r* represented? 130. Should these hooks be separated from their consonant-stems? How should they be pronounced? Give several examples. 132. Do *shel* and *zhel* ever stand alone? How are they written? 133. Do *s*, *z*, *ing* and *h* take either the *l*- or the *r*-hook? 134. Does the full-length stem for *l* take the *l*-hook? Do the full-length stems for *r* and *y* take the *r*-hook? 135. Give the rule for writing vowels to the initial hook series. 136. Careful study of the diagram here given may be of assistance to the learner in memorizing the hooks. 138. Write each example five times. 139. How may an *r*-hook be added to *f*, *v*, *ih*, and *thee*? Write each example under this section twenty times. 140. If *fel* were made from a piece of wire and turned over, what characters would it represent? Give several examples of prefixing the *l*-hook to *f*. Give several examples of turning the *f*-stem over to prefix an *r*. Write the examples under this section five times. Copy the writing exercise twenty times, and write it from dictation twenty-five times.





## LESSON XIV.

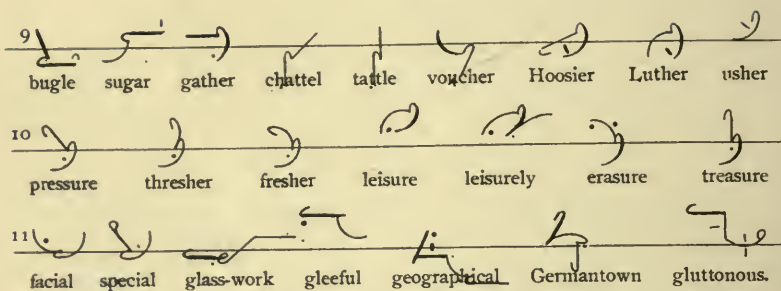
## L AND R HOOKS—CONTINUED.

141. When an accented vowel occurs between a consonant and its hook, the word can be more easily vocalized if full-length stems are used whenever possible; otherwise the rule for "special vocalization," hereafter given, will apply. Write } *fall*, not  ; } *ball*, not  ; } *tall*, not  ; } *feel*, not  . When these words are represented by word-signs the full-length *l* is discarded and the hook employed; as,  *feel*,  *fill*,  *fall*.

142.

## EXAMPLES FOR PRACTICE.

1										
	people	topple	paper	taper	vapor	Babel	table	stable	bottle	spider
2										
	preacher	pitcher	stifle	trifle	chapel	prattle	clatter	ladder	powder	
3										
	tackle	crackle	cracker	tatter	paddle	shallow	spatter	gavel	gastric	
4										
	couple	labor	neighbor	major	gauger	ledger	cradle	glitter	shaker	
5										
	reaper	robber	writer	rider	fickle	trickle	beagle	lodger	tiger	
6										
	meagre	muffle	telegram	clay	uncle	maker	smoker	eagle	claim	shovel
7										
	title	idle	fever	lever	heather	either	author	initial	official	hovel
8										
	favor	lover	Ethel	bethel	level	agree	measure	loafer	glazier	claw

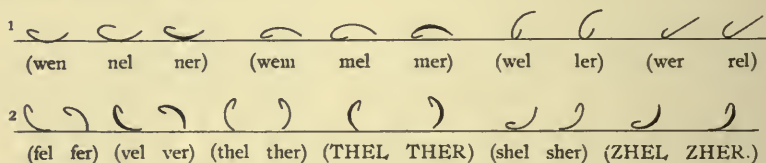


143. An *r*-hook may be prefixed to *lay*, and an *l*-hook to *ray*, *m*, and *n*, by a *large* initial hook, thus: *rel*, *ler*, *mel*, *nel*.

144. When an *r*-hook is prefixed to *m* and *n* the stems of these consonants are *shaded*, so that the *r*-hook shall not conflict with the *w*-hook.

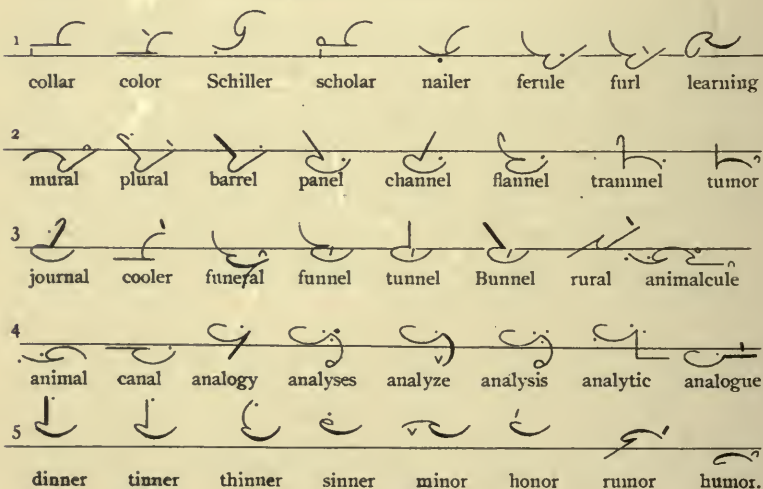
145. Shaded *n*, with an initial hook, cannot be mistaken for *ing*, as *ing* does not take a hook. *W-n* when shaded, is changed to *n-r*; *w-m*, when shaded, is changed to *m-r*.

146. To enable the pupil to fix these perplexing hooks thoroughly in his mind, they are here contrasted:



147.

## EXAMPLES FOR PRACTICE.





148. Double consonants are vocalized the same as the simple strokes; *i. e.*, if the vowel *precedes* the double consonant, it is written *before*; if it follows the double consonant, it is written *after*.

## WRITING EXERCISE.

\* (Copy twenty times. Write from dictation twenty-five times.)

1 (a)  
The rural members of the Citizens' Committee are disposed to trammel the Committee

2 (b)  
in its efforts to have a resolution passed by the Common Council authorizing the Board-

3 (c) (d)  
of Public Works to clear out the channel; but to the honor of the city journals be it

4 (e)  
said, they have come to the rescue, and it is now rumored—and there is color of truth

5 (f)  
in the rumor—that a new panel of jurors will be impanelled, who will recommend

6 (g)  
that the channel be dredged at once, for it has been clearly demonstrated by an analysis

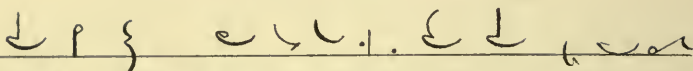
7 (h)  
of the water, as shown by the analyses made by the analytical chemists employed by the

8  
municipal government, that there is a super-abundance of animal matter, or animal-


9  
cules, in the reservoir, in sufficient quantities to jeopardize the public health, and that-

10  
the tunnel and channel must be cleaned before the health of the community improves.

150

11 

The tinner said that he was a sinner if he ever ate a thinner dinner than the one served

12 

at the fair.

(a) *K* as a word-sign for *committee* is better than *t* with the *con-dot*, and it has the advantage of being more swiftly written, as a horizontal stem is more quickly written than a perpendicular one. (b) *Ing-the* tick, ¶ 235. (c) *F-hook* is frequently used for *of*; in this instance it is conveniently used in the phrase. (d) When convenient, a sign may be *halved* to add *it*. (e) The *n-hook* may be extended to add *have*. (f) *Who-will* may be written by adding the *l-hook* to the sign for *who*; the form here given is believed to be more speedy and legible. (g) *Ed-tick*, ¶ 179. (h) When the same outline is used for both the singular and the plural form of a word, it is advisable to insert a vowel in one form and leave it out in the other. When the context does not clearly define a word, either there must be a distinct outline for it, or a vowel must be inserted.

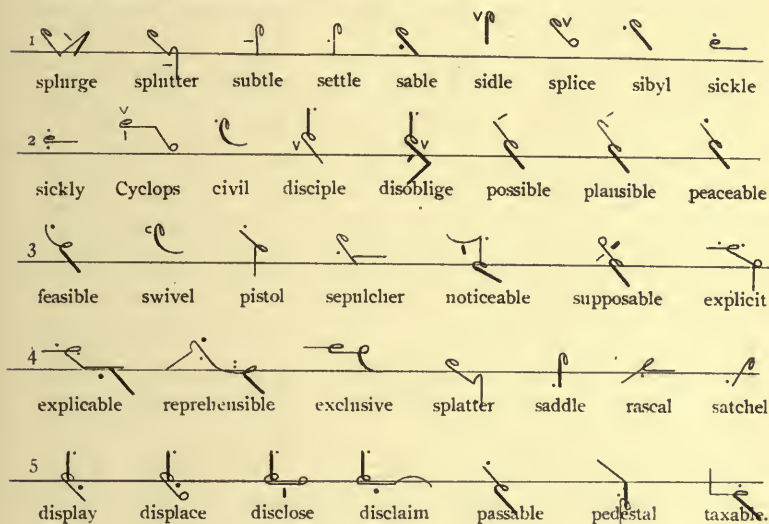
#### QUESTIONS AND EXERCISES ON LESSON XIV.

141. What is said about vocalizing words when an accented vowel occurs between the stem and the hook? 142. Write each example five times. 143. How may an *r-hook* be prefixed to *lay* and an *l-hook* to *ray*, *m*, and *n*? Write each example fifty times. 144. How are the stems written to prefix an *r-hook* to *m* and *n* and not conflict with the *w-hook*? 145. Can *m* and *n*, when shaded to add an *r-hook*, be mistaken for *ing*? Why? Write each example fifty times. 146. Write each example fifty times, and be particular to make a clear distinction between the large and the small hooks. 147. Write each example ten times. 148. How are double consonants vocalized?

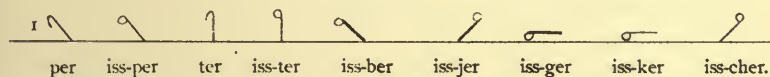
## LESSON XV.

### TRIPLE CONSONANTS—*SPEL* AND *SPER* SERIES.

149. To form triple consonants the *s* or *z* circle may be written within the hook on both straight and curved stems, thus:

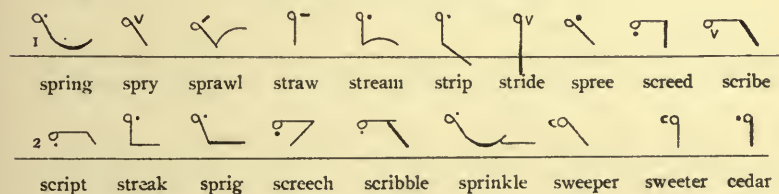


150. *Iss* is prefixed to the *r*-hook side of a stroke by closing the hook, thus:



151. When thus written, it must always be read in combination with *r*, and may be pronounced *sper*, *ster*, *isber*, *isger*, etc.

### 152. EXAMPLES FOR PRACTICE.



































3									
	cipher	secrecy	orchestra	Bristol	prosper	seamstress	listen		
4									
	dishonor	designer	lustrous	express	explore	registry	westerly		
5									
	execrable	strength	stroke	struck	scrape	scrub	scroll	spray	saber
6									
	sager	suffer	separate	sobriquet	setter	dissever	sever	sojourn	
7									
	scrupulous	sprang	spruce	scruple	strap	strew	screw	swagger	straggled

153. When *r* occurs between consonants written in different directions, the circle is written on the *r*-hook side of the second consonant, thus:

1							
	describe	descrie	subscribe	prescribe	proscribe	disgrace	disagree
2							
	disagreed	prescription	jasper	disgraced	deceiver	decipher	dissever

### WORD-SIGNS AND CONTRACTIONS—INITIAL HOOKS.

(Copy twenty-five times.)

1								
	belong-ed	able (tell till it-will)	until	at-all	which-will	(call equal-ly)	difficult-y	
2								
	full-y	value	principle-al-ly	surprise (member remember-ed)	truth	true	doctor	dear
3								
	during	care	from	over (every very)	favor	through	either (there they-are)	other
4								
	sure-ly	pleasure	(Mr. mere remark)	Mrs. more	(near nor)	manner	in-our.	

## WRITING EXERCISE.

(Copy twenty times. Write from dictation twenty-five times.)

- 1 Remember, Mr. Johnson, and tell us the truth, and give the exact language used as
- 2 nearly as possible. Tell us where you belong, and how long you have belonged there;
- 3 go over the story from beginning to end, and be very careful to tell every circumstance
- 4 that occurred, until you have told the jury all that happened there. First, you may
- 5 tell us what doctor took care of you during your illness, the difficulty you experienced
- 6 in securing proper care, giving all other details of interest from the time you entered
- 7 until you were able to leave the hospital. (a) Describe, as nearly as you can, the manner
- 8 of your leaving; give a full description of it. Surely it must be a great pleasure and
- 9 pleasant surprise to the principal to be remembered at all, especially with a present of
- 10 so much value. They are going to be there either at night or through the day; I do
- 11 not know which will be their choice. It was a mere remark, made by neither Mr. nor
- 12 Mrs. Moore, but by some one very near and dear to them, and equally well known.



13 Dear-Sir: Your-favor of-the tenth instant was-received during my absence. You-may-

14 be-sure it-will give-me great-pleasure to call.

(a) Many prefer to use this form for *interest*, rather than the contraction *int-iss-t*; *interested* would then be written with the *ed*-tick added, (b) *Yuh* may be enlarged to add *were* or *would*, as, *you-were*, *you-would*.

### QUESTIONS AND EXERCISES ON LESSON XV.

149. How may the *s* and *z* circle be written with reference to the hook? Read the examples five times. 150. How may *iss* be prefixed to the *r*-hook side of the stein? 151. When thus written how should it be read and how pronounced? 152. Write each example five times. Copy the Word-signs and contractions twenty-five times. Copy the Writing Exercise twenty times, and write it from dictation twenty-five times. Do not fail to review the exercises from day to day that are to be written from dictation until you can write them at the rate of one hundred and twenty-five words a minute.

## LESSON XVI.

FINAL HOOKS FOR *F*, *V*, AND *N*.

154. A small final hook on the left side of perpendicular and inclined stems and on the under side of horizontal stems, represents the sound of *n*. On curved stems the hook is written on the inner or concave side, thus:

1. pen ben ten den chen jen gen ken fen ven then THEN

2. sen zen shen zhen len arn ren men nen yen wen hen

155. When *n* is expressed by a hook on curves, and is followed by *s*, the circle is written within the hook, thus:

1. veins vines lines loans oceans thenceforth assigns remonstrance.

156. When *s* follows the *n*-hook on straight strokes, the hook may be closed for *s*, and enlarged for *ses*, thus:

1. spins rains towns princes prances dances dances appearances.

157. The *ses*-circle is too large to be written within a hook; it should be written thus:

1. fence fences renounce renounces flounce flounced.

158.

## EXAMPLES.

1. been bones brain coins den grain gain gun guns chain chains hence

2. beacon dawn dine demon deepen John join chin chagrin fine fin fun

3. dawns Danish fines fence gleans legion lining loan leans mine bounty

4. meaning coin fans fancy dance dances glance glances chances Dante

5. brown boon barren bounce down gown man moon banishes Spanish.

159. A small final hook on the right side of perpendicular and inclined stems and on the upper side of horizontal stems represents the sounds of *f* and *v*, thus:

1. (pef pev) (bef bev) (tef tev) (def dev) (chef chev) (jef jev) (kef kev) (gef gev) (ref rev)

2. (hef liev).

160. The *f v*-hook is lengthened, when written on curves, so that it may not be mistaken for an *n*-hook. The use of this hook will be explained hereafter.

161. Instead of closing the *f v*-hook to form the circle, the circle should be written within the hook, thus:

1. chiefs griefs cuffs roughs rebuffs subserves engraves braves.

162. Should a final vowel follow, a full-length stem should be used, as in coffee, taffy, taffeta.

163. When more convenient than a full-length stem, the *f v*-hooks are used in the middle of words, as in

1. progress pronounce define defence provoke proverb province.

#### RULE FOR READING THE FINAL HOOK SERIES.

164. A vowel *preceding* a stem with a final hook is read first, then the stem, then any vowels following the stem, and then the final hook.

165. Remember that initial circles are always read first, and final *s*-circles always last.

166.

#### EXAMPLES.

1. deaf chief brief grief buff rough tough cuff beef

2. brave rave strove rove hove surf serve doves

3								
	deafen	relieve	refer	observe	derive	rebuff	prefer	dives
4								
	briefer	graver	govern	discover	subserve	reference	reserve	deploy
5								
	divide	devoid	diffidence	bereaves	drives	devote	gloves	cheaply
6								
	heave	hove	behave	behoove	graphic	traffic	vocal	
7								
	proof	calf	groove	reprove	engrave	lithograph	appendix	

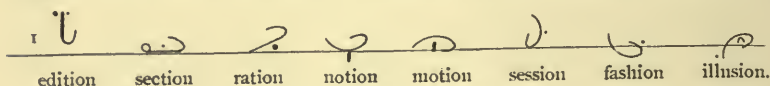
## QUESTIONS AND EXERCISES ON LESSON XVI.

154. What does a small final hook on the left side of a perpendicular and inclined stem, and on the under side of a horizontal stem, represent? How is the hook written on curved stems? 155. Is the *s*-circle written within the *n*-hook on curved stems? 156. How is the *s*-circle written when it follows the *n*-hook on straight stems? For what purpose is it enlarged? 157. Can the *ses*-circle be written within a hook? 158. Write each example twice. 159. What does a small final hook on the right side of the perpendicular and inclined stems, and on the upper side of the horizontal stems, represent? 160. Is the *f*-*v*-hook written on curves? 161. Can the *f*-*v*-hook be closed to form a circle? 162. What is said about a final vowel? 163. Is the *f*-*v*-hook ever used in the middle of a word? 164. Give the rule for reading the final-hook series. 165. When are initial circles read? When are final circles read? 166. Write each example twice.

## LESSON XVII.

## THE SHON-HOOK.

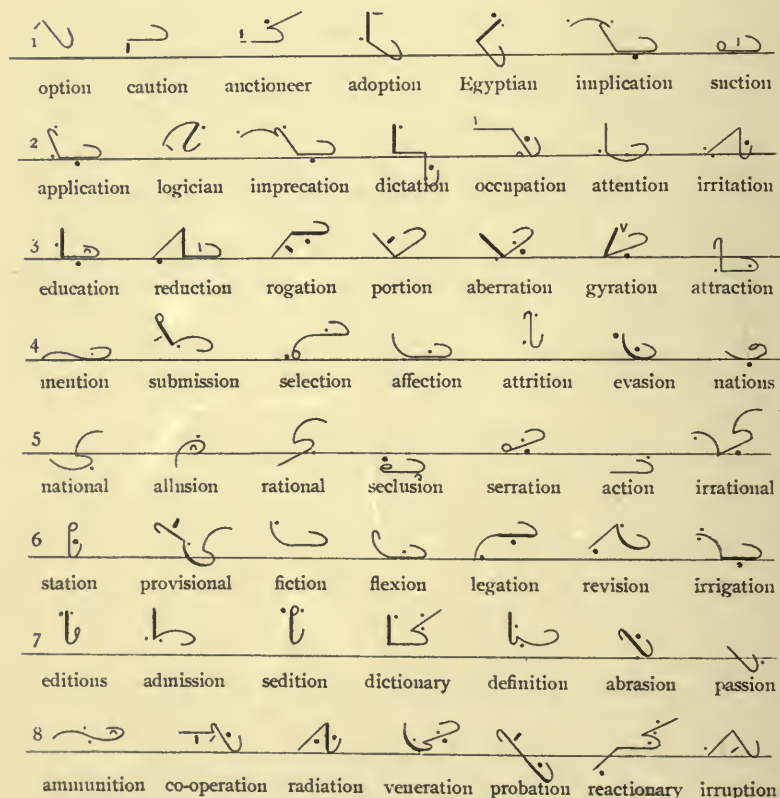
167. The syllable *shon*, represented by the terminations *sion*, *sian*, *shion*, *tion*, *tian*, *cion*, *cian*, is expressed by a large final hook, written on the *right* side of perpendicular and inclined stems, on the *upper* side of horizontal stems and on the *inside* of curves, thus:










168. *W* and *y* do not take the *shun*-hook.







169.

## EXAMPLES.





9         
 approbation pollution stationary sectional exception imitation intrusion.









NOTE.—Mr. Pitman uses a large final hook on both sides of straight stems to express *shon*; but later authors have found this dual use of the hook unnecessary, and now confine it to the *upward*, or *f*- or *v*-hook side of stems, using the under side to express other terminations. Mr. Graham uses this hook on the under side to express *tive*, as in  *active*,  *dative*,  *operative*; while Mr. Munson uses the same hook to express *tir*, as in  *actor*,  *gather*,  *rather*, showing that two hooks to express *shon* are unnecessary. This hook may be used to good advantage by Pitman writers to express *tir*.








170. *Shon* is also expressed after an *s*-circle, or *ns*, by a small hook written through the stem in the same direction as the circle, called the *eshon*-hook. This hook is used only when a vowel comes between the *s* and *shon*, and not in such words as *question*.








171. RULE FOR VOCALIZING THE ESHON-HOOK.—A first-place vowel is written *before* the combined circle and hook; a second-place vowel *after* it.








172.

## EXAMPLES.

1          
 opposition decision physician position procession transition authorization association

2         
 dispensation processions sensational transitional oppositional possessions cessation











3         
 dissuasion civilization pulsation musician acquisition deposition accusation










4         
 exposition inquisition disquisition dispensations registration proposition disposition.










## WORD-SIGNS AND CONTRACTIONS—FINAL HOOKS.

(Copy twenty-five times.)

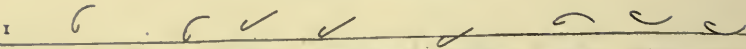
(a)

1            
 before above whatever differ-ent-ence whichever careful-ly gave upon been

2              
 remembrance done down general-ly can again often even within then than

3           
 alone men man opinion (none known) I-have objection subjection.

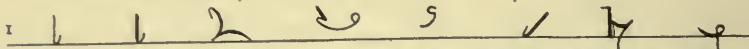
## INITIAL W-HOOK SIGNS.

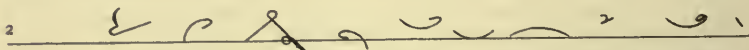
1   
 (while we-will) well we-are where (aware with-our) we-may when one.


(a) *Bef* is a more convenient word-sign than *ded-oid*, as it can be halved for *be-fore-it*.

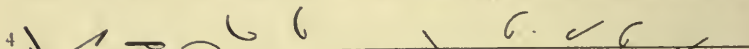
## WRITING EXERCISE.

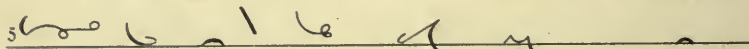
(Copy twenty times. Write from dictation twenty-five times.)

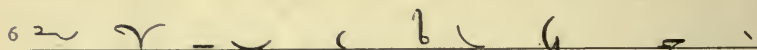
1   
 Whatever difference there-may-be between-us, we-wish-it generally and-distinctly under-


2   
 stood that-we-are alone responsible for-our opinion, no matter what-the opinions of

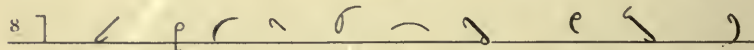
3   
 other men may-be. I-have-no-objections, and I-have-known of none that have so-far

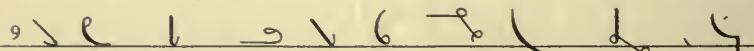
4   
 50 been urged against him, even within his-own party. While we-are well aware that-

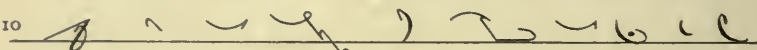
5   
 mistakes have-been made by physicians where-they should-not-have-been made, we-

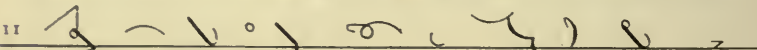
6   
 could-not very-well get along without-the doctors, for they-have-done a-great-deal of

7   
 100 good. We-will inform-you when one comes in again; you-can then come down and-

8   
 take whichever suits your particular style. My remembrance is-that I-have-been there

9   
 upon several different occasions before this exposition of-their disposition to avoid

10   
 registration appeared in-the newspapers, and-their implication in-an evasion-of-the civil

11   
 50 rights-bill. My objection is above criticism, for-it involves their subjection and-the

12 acquisition of all their possessions, under the sanction, co-operation, and authorization  
 13 of this association. I have no objection to the adoption of the resolution; I only object  
 14 to the opposition it is meeting with in its transition or transitory state. The discussions  
 15 have been sensational in the highest degree, and great passion and sectional feeling  
 16 have been aroused, all of which is bound to be reactionary in its effects. It has almost  
 17 amounted to sedition, if I know what the definition of sedition is. Depositions have  
 18 been taken, accusations have been made, even processions have been formed, proposi-  
 19 tions submitted, inquisitions instituted, and decisions set aside—and all for what  
 20 purpose? Simply because a motion was made calling for a revision of the Constitution,  
 21 the admission of certain states into the Union, the reduction of the public debt, the  
 22 education of the Indians, and the advancement of civilization throughout the uncivil-  
 23 ized portions of the globe.

## QUESTIONS AND EXERCISES ON LESSON XVII.

167. How is the termination *shon* expressed? 168. Do *w* and *y* take the *shon*-hook? 169. Write each example five times. Read Note. 170. How is *shon* expressed after the *s*-circle, or *us*? What is this hook called? When is it used? 171. What is the rule for vocalizing the *eshon*-hook? 172. Write each example ten times. Copy the Word-signs and Contractions twenty-five times. Copy the Writing Exercise twenty times, and write it from dictation twenty-five times.

## LESSON XVIII

### ST AND STR LOOPS ON THE R AND N-HOOK SIDE.

173. The principle of writing circles and loops to consonant-stems has already been explained. We now come to the addition of these circles and loops to the *r*- and *n*-hook sides of consonants, as in the following examples:



174. When necessary to express the exact sound of *sd*, the loop may be shaded, as in *raised*, *roused*, *housed*. The unshaded loop, however, is just as legible to the experienced writer.

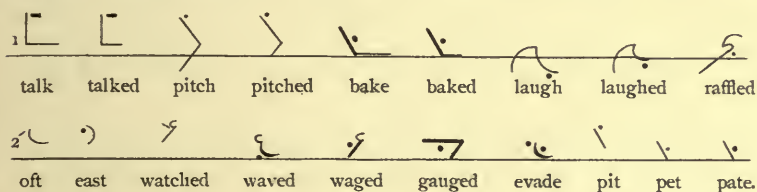
### QUESTIONS AND EXERCISES ON LESSON XVIII.

173. Is the *steh*-loop ever written on the *r*-hook side of stems? Is it ever written on the *n*-hook side? 174. For what purpose may the *steh*-loop be shaded? Is this necessary? Write each example five times.

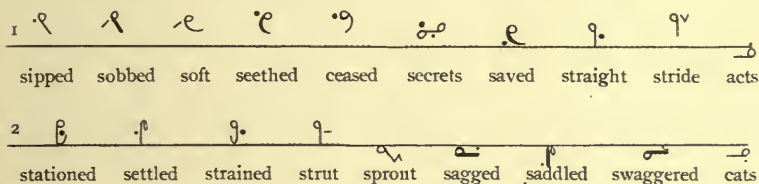
## LESSON XIX.

HALVING PRINCIPLE—ADDING *t* OR *d*.

175. The frequently-recurring sounds of *t* and *d* are conveniently expressed by writing consonant-stems half their usual length—halving a *light* stem to add *t*, and a *heavy* stem to add *d*, thus:



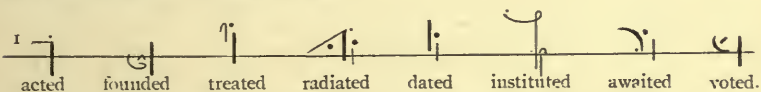
176. Half-lengths are vocalized the same as full-length stems. They take all the circles and loops, except *stir*—which is too large—that the full-lengths take. The added *t* or *d* is read after all vowels and hooks, but before a final circle, thus:



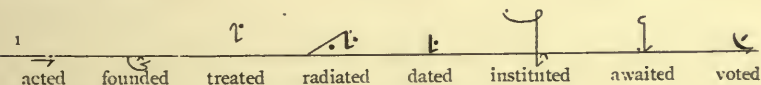
177. It sometimes happens that the light sound of *t* will follow a heavy stroke, and the heavy sound of *d* follow a light one, thus:



178. The final syllables *ted* and *ded* are expressed in Pitman's Manual by a half-length *t* or a full-length *d*, and the rule observed is, when the present tense ends with a full-length stem, *halve* that stem; when the present tense ends with a half-length stem *add* a stem, disjoined if necessary, thus:



179. These words are, however, more conveniently and swiftly expressed by using the *ed*-tick, thus:





2								
	freighted	traded	weighted	fitted	invited	invaded	needed	noted
3								
	sifted	wanted	sorted	mated	feinted	rewarded	exempted	worded
4								
	inflated	negotiated	repeated	open-hearted	omitted	tempted	tinted	

180. Half-length strokes are employed at the beginning, medially, and finally, thus:

1								
	descend	between	creditable	hospitable	sentiment	wrapped	beautiful	sacred

181.  $\left( l, \right) r, \left( m, \right)$  and  $\left( n, \right)$  are represented by light lines, and when halved  $t$  is added.  $D$  may be added by shading these curves, as in  $\left( lead, \right) \left( made, \right) \left( need, \right)$ . These forms cannot conflict with  $\left( y, \right) \left( mp, \right)$  or  $\left( ing, \right)$  as they are never halved unconnected with other strokes.

182. *Hay* may be halved to express such words as

1								
	hot	hot-bed	hot-blooded	hot-house	hotly	hotel	hotness	hound-ed.

183. *Ray* may be halved to express such words as

1								
	rind	writing	right	right-of-way	roved	round	roundabout	roundhouse.

184. Half-length strokes may be called










1											
	emt	ent	end	ket	gent	elt	eld	wilt	ard	med	etc.










185.









#### EXAMPLES.









1									
	dipped	chopped	poached	kept	gaped	vouched	thatched	latched	mute
2									
	leaped	reaped	nipped	hopped	budged	caged	gaged	acute	









3									
	lodged	robbed	dodged	bathed	begged	measured	rumored	hurt	
4									
	eased	bead	cheat	feet	sheet	thought	taught	void	sort
5									
	ached	etched	pet	jade	goat	walked	late	skate	sent
6									
	art	sapped	sound	cats	stared	start	shouts	mates	notes
7									
	stopped	spot	sought	slight	seized	tho'ts	stitched	stalked	stilt
8									
	stated	startled	aunt	stared	agent	note	mode	mud	mad
9									
	pelt	belt	dealt	colt	melt	knelt	pellet	skillet	hilt
10									
	vault	malt	salt	violet	tilt	daylight	ballot	mallet	mat
11									
	piled	killed	gild	boiled	availed	nailed	mould	doled	smote
12									
	sealed	alert	erred	sword	poured	heart	barred	jarred	dared
13									
	plummet	comet	limit	remit	chimed	combed	famed	thumbled	shamed
14									
	rhymed	maimed	hummed	tamed	boomed	granite	gamut	smart	

15           
treat greet breed split plate prate freight straight severed








16           
throat ogled effort couplet sugared simmered retreat honored labored






17          
democrat spangled article ratify ascertain illustrate disabled execrate

18          
mistreat dishonored disagreed exploit reward onward bowsprit redeemed

19          
retired demonstrate dissevered certify certain excrete seclude artifice.








186. *S* is halved and written upward in the following words:

1         
finest briefest oftenest roughest gravest vainest elocutionist

2       
progressionist factionist protectionist Calviuistic bluffest.

187. When a small loop follows a final *s*-circle, *est* may be conveniently represented as follows:










1         
nicest wisest choicest newsiest juiciest fussiest raciest











2         
noisiest rosiest loosest basest fastest vastest pausest.

188. Half-length *l*, when standing alone, is written upward; when shaded it is written downward; as in the words *let*, *light*; *ailed*, *old*.

### HALF-LENGTH WORD-SIGNS AND CONTRACTIONS.

(Copy twenty-five times.)

1          (after for-it) (future fact) of-it

2 (  (  (  (a)  (b)  or  (b)  or  or  (c)   
thought that without astonish-ed-ment establish-ed-ment East is-it was-it (has-it

(d)

3 or (old hold) (world lead) (Lord read) heard

4 is-not

5 (as-not has-not) (under hundred) hand handed want went until called valued

6 (cared occurred) great great-

7 gentlemen

8 were-not

9 (may-not ain-not) we-may-not which-will-not afterward onward forward

10 here-

11 hereinafter.

(a) When two forms are given for a word-sign, both equally good, the student should select one and stick to it. If there is a special reason why one is preferred to the other, it will be indicated in the foot-notes. In this instance *(thet* is more largely used than *weh-t*. (b) These forms are preferred by many short-hand writers as being more legible. (c) *Has-it* and *as-it* may be expressed by the *st*-loop, written below the line, or on the line in phrase. (d) This is a very convenient form for *use*, owing to the ease with which its derivatives may be expressed, *use*, *used*, *usage*, *useful*.

NOTE.—As the student is likely to meet with variations of word-signs and outlines in publications of modified Pitman Phonography, it is well to call his attention to them in advance, if for no other purpose than that of general information, so that he may read short-hand notes which do not conform strictly to his own style of writing.

## WRITING EXERCISE.

(Copy twenty times. Write from dictation twenty-five times.)

(a)

1

We quite agree with you that he ought to quit work, if it will not lead to more serious

2

results by his not being employed. They were greatly astonished at this act, and

3

immediately made an excuse for not going on, and accordingly put about for home.

4

5 This, we found, was the opportunity they had particularly desired, and they were not

5

slow to take advantage of it. The establishment he opened was valued at \$100,000,

6

and all went well until he was called upon by his creditors to pay his debts, when it

7

100 was found that he had used all of his capital, issued new stock certificates, sold the

8

goods he had on hand, and had not a cent left that could be attached, and has not had

9

since; in fact, he has not had anything, and never had anything that could be called

10

150 his own, or that could be levied on under the statutes of this state as now framed.

11

Man is lost in mute astonishment when he contemplates the natural laws of the uni-

12

verse, and beholds the beauties of nature as exhibited in the unfolding of the buds, the

13

200 glistening of the dew-drops, the aroma of the flowers, and the magnificence of the land-



14 scape. He indeed must-be void of understanding if-he-cannot see or feel that-the

15 (b)  
omnipotent hand that holds the planets in-their orbit and wields in secret such mys-

16 (c)  
250, terious power is-the-same that rules in-the spirit world, and-that-has established these

17 natural laws that we-might better comprehend the relation of-the natural to-that

18 which-is divine or spiritual, which-is God himself. Do-not-do that which-will-not

19 tend to elevate or ~~push~~ you onward and upward; always go forward, never backward,

201  
300, or you-will afterwards have much to-regret. In-order-to convince the gentlemen from-

21 the South that I had-had nothing to-do with-it, I-will-not vote with-the gentleman

22 from-the East, who-has just spoken. I regret that any feeling or spirit has-been

23  
350, exhibited toward-the gentlemen from-the South, already referred to, as-it-was-not in-

24 tended, and I-am quite sure that-I-cannot account for anything of-the kind. We-have

25 all agreed that-this might have occurred a-great-many-times, but we-will-not let it

26  
400, occur hereafter. I am-not now a candidate, and may-not-be; but under any circum-

27 stances it-will take-me some-time to-make up my-mind to-accept, even should-the

28 nomination be offered to-me, except it-be unanimous. However, I-am in-the hands

29 of-my-friends, and shall undoubtedly do-as-they direct. According to-all-the accounts  
30

we read, and-to all-the accounts we-have heard from-the different counties, and from-

31 the country at large, we ought-to let Canada come into-the Union. We cannot afford

32 to-have more-than one government on-this continent, and-that-must-be the govern-  
33

ment of-the United-States. Not one inch of territory on-this continent, that could-be

34 used-as-a base for military operations in-the event of war, should-be controlled by any

35 foreign-power. America is-a large country, but it-is only large enough for Americans.  
36

And God spake all these-words, saying, I-am the Lord thy God, which-have brought-

37 thee out-of-the land of Egypt, out-of-the house of bondage. Thou shalt-have no-other

38 gods before me. We-may-not mind that-which-has-been said or written, but we-do  
39

mind that-which-has-been printed, for-the paper circulates throughout-the entire civil-

40 ized world. We-had better offer-a reward for-his arrest. We-cannot offer-a reward

41 large enough which-will-not-be considered extravagant. Which-will-not is written in-

42 the-first position; we-are-not is written in-the-same position, but in-order-that-the two

43 signs may-not conflict we-are-not is written upward and the w-hook is made heavy, or

44 shaded, while which-will-not is written downward. This-is-a distinction which-will-

45 not-be necessary on-the-part-of experienced writers. I-thought of-it some-time-ago;

46 let-us examine it now, that in-the future we-may-not-be deceived by outward appearances.

(a) *With* may be enlarged to add *C* you. (b) This may be written with the *in*-hook *or in secret*. (c) *in* (the) *spirit*.

#### QUESTIONS AND EXERCISES ON LESSON XIX.








175. How are the frequently recurring sounds of *t* and *d* expressed? 176. How are half-lengths vocalized? Do they take all of the circles and loops? When is the added *t* or *d* read? How are the circles, hooks, and loops written? 177. Does the light sound of *t* ever follow a shaded stem? Does the heavy sound of *d* ever follow a light stem? 178. How are the final syllables *ted* and *ded* usually expressed? 179. How may *ed* be more conveniently expressed? 180. How are half-length stems employed? 181. What letters are represented by light lines? When halved, what letter is added? How may *d* be added? Can these forms conflict with *y*, *emp*, or *ing*? Why? 182. Is *hay* ever halved? 183. Is *ray*? 184. What may half-length stems be called? 185. Write each example ten times. 186. Write each example ten times. 187. How may *est* be conveniently expressed? 188. How is a half-length *l* usually written when standing alone? When shaded, how is it written? Copy the Half-length Word-signs and Contractions twenty-five times. Copy the Writing Exercise twenty times, and write it from dictation twenty-five times. Review all of the Writing Exercises by writing each one twenty-five times from dictation.

## LESSON XX.

WIDENING PRINCIPLE, *MP* AND *MB*—LENGTHENING PRINCIPLE, *TR*,  
*DR*, *THR*, *KER*.








189. *M* may be shaded to add *p* or *b*; it is then called *emp* or *emb*. This stem is never halved unless followed by a final hook, as in *impound*, *impugned*, *impend*.








190. The *h*-tick is prefixed to *mp* or *mb*, as in








1  humpbug  Hampshire  Hampton  hemp  hemmed  heinen  hamper.








191.








EXAMPLES.








1  camp  vamp  damp  clamp  stamp  tramp  sample








2  tamp  ample  cramp  scamp  dampen  dampest  decamp








3  limp  lump  dump  pump  plump  hump  trump

4  romp  pomp  swamp  shrimp  simple  sympathy  rhomb

5  lamp  example  lampoon  ambush  ambulance  impair  impairing

6  emperor  impel  impose  resumption  stump  exemption  presumption

7  temperate  temperance  extemporize  embellish  embezzle  rumble  stumble

8  impetus  limbo  ambition  ambitious  pompons  imbecile  empire

9							
	Humboldt	campaign	mumps	amputate	gambol	ambuscade	embark
10							
	lampooned	lambent	rampant	impalpable	impassioned	impanel	
11							
	embittered	immoderate	immoderately	immodest	impertinence	immodestly	
12							
	impeachment	impartial	impassionate	impassive	impatience	impatient	
13							
	impediment	impenetrable	impenitence	imperative	imperceptible	imperious	
14							
	impetuous	impervious	imperishable	impolitic	impostor	impoverish	imperil
15							
	importunate	impede					

## LENGTHENING PRINCIPLE.

192. Lengthening *ing* adds *ker*, thus:

1						
	thinker	tinker	clinker	finger	linger	longer
2						
	anger	hanker	franker	anchor	hunger	rancor

193. Lengthening any other curve adds *tr*, *dr*, *thr*, *er*, thus:

1							
	fatter	feather	smother	smoother	mother	another	weather
2							
	whither	thither	neither	flutter	fritter	Easter	whether



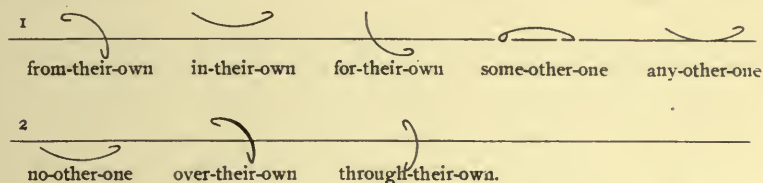
3								
	Esther	welter	letter	meter	motor	cimeter	oyster	
4								
	shatter	matter	diameter	center	swelter	niter	laughter	
5								
	slaughter	loiter	saunter	alter	water	winter	literal	lateral
6								
	wander	wanderer	wilderness	psalter	flatter	smatter	father	
7								
	reporter	senator	shudder	order	sunder	Alexander	ladder	
8								
	Anderson	surrender	tender	re-enter	thunder	importer		
9								
	temperament	lumber	timber	September	November	December		
10								
	limber	cumber	somber	distemper	hamper	amber.		

194. *Their, they are, there, other, and whether*, may be added by doubling the length of a sign, thus:

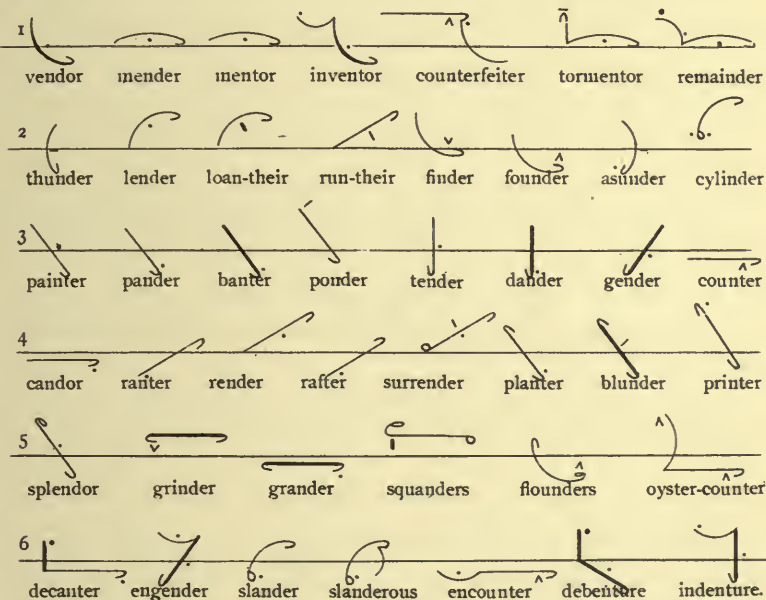
1						
	among-their	was-there	whether-their	where-there is	where-they-are	take-their
2						
	in-their	in-other-words	some-other	some-other-one	do-you-know-whether	
	(a)		(b)			
3						
	do-you-know-whether-their	do-you-know-whether-or-not.				

195. In the words *any other, no other*, to save inserting a vowel to distinguish them from other lengthened stems, it is better to write them with the *thr*-tick, which may be used to express *other*, thus: *any-other, no-other*.

196. It will be observed that according to Pitman Phonography the lengthening principle is read *before* the final hook or circle, and that the stems to which this principle applies are comparatively few, and are usually memorized as word-signs, as follows:



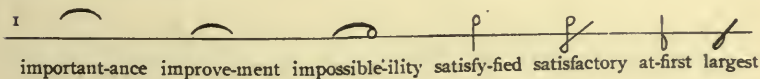
Later writers have discovered, however, that a decided advantage is gained in many forms, both in speed and in legibility, by reversing this order and reading the final hook *before* the lengthening principle. Experience has taught that both methods can be used without danger of conflict. A list of the words to which this latter method can be applied is given, and the teacher can exercise his judgment in permitting his pupils to adopt them.

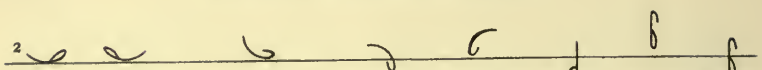


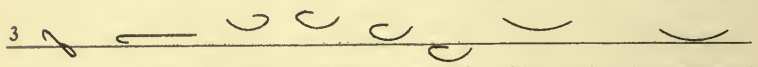
(a) A stem may be trebled to add *their, there*. (b) The *n*-hook may be used to express *not*.


#### MISCELLANEOUS WORD-SIGNS AND CONTRACTIONS.

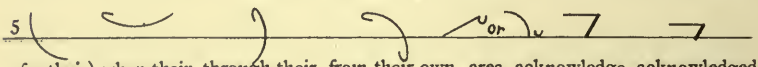
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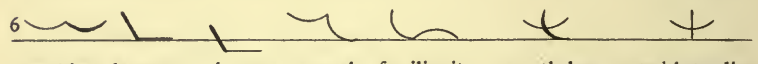


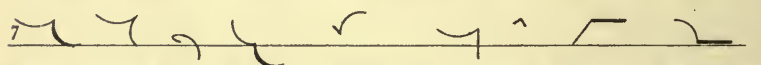
2   
 next stenography phonography our-own your-own at-once at-least at-last

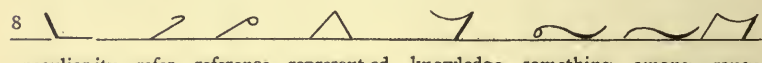
3   
 practiced character information in-all only annual (neither entire) (another enter)

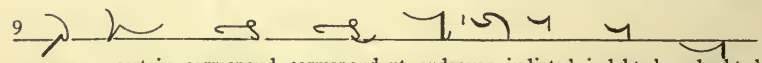
4   
 any-other no-other matter rather whether (farther further) if-their (father

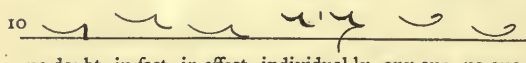
5   
 for-their) when-their through-their from-their-own area acknowledge acknowledged

6   
 anything become to-become enough familiar-ity nevertheless notwithstanding

7   
 never nothing for-our forever (I-will highly) unto onto regular-ity irregular-ity


8   
 peculiar-ity refer reference represent-ed knowledge something among range


9   
 arrange ascertain correspond correspondent endeavor indicted indebted undoubted

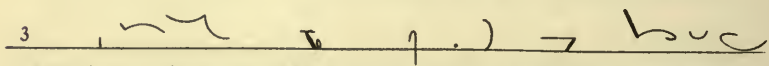
10   
 no-doubt in-fact in-effect individual-ly any-one no-one.

### WRITING EXERCISE.

(Copy twenty times. Write from dictation twenty-five times.)

1   
 It is practically impossible to estimate-the importance or value of-this great improve-

2   
 ment. At-first thought I-was satisfied that-it-was-the largest bridge of-the kind in-the-

3   
 world, but I-am informed, and-believe-it-is true, and so acknowledged by-men not only

4. of wide experience in building such structures, but also of superior knowledge,

5. general information, and great skill in-all branches of engineering, that-it-is-not. The

6. high character of-their annual report was at-once recognized, and-it immediately took

7. high rank among other works of reference. Another matter that-has come up for

8. consideration in-our-own society will-be further discussed at-our next regular meeting,

9. by-those familiar with-the subject. The discussion was declared irregular, at-the-last

10. meeting, and not in-order, as-there-was-not a quorum present. We-will endeavor to

11. arrange for another meeting, which undoubtedly can-be done, when-there-is no-doubt

12. but-that-a large number will attend; in-fact, a-number have spoken to-me individually

13. at-least several-times. At another-time-the entire force, through-their proper represen-

14. tative, asked that-their salaries be advanced twenty per-cent, and-for-their hours of

15. labor to-be shortened. When-there-is another opportunity, if-their father-is willing,

16. and-their-mother does-not interpose any objection, we-will let them go into-the tunnel.

17 Notwithstanding his statement of the facts, we endeavored to ascertain from our own  
 18 correspondent whether he was indebted to him as an individual, or as a firm, or not  
 19 at all. He called at the bank to learn what had become of his property, which con-  
 20 sisted of bonds and mortgages, and whether enough of his property was left, so that  
 21 if he wished to become a bondsman he could give security that would be acceptable  
 22 to the court. If there is enough of your own goods for their present needs, send them  
 23 on, as it is of the utmost importance that they get them quickly. I am of the opinion,  
 24 nevertheless, that this world will go on for ever, notwithstanding his very able argu-  
 25 ment to the contrary. You may as well have system or regularity in all that you do or  
 26 undertake, as irregularity. If it is published at all, it will be published not only in his  
 27 annual reports, but in all of our own reports as well.

### QUESTIONS AND EXERCISES ON LESSON XX.

189. *M* may be shaded to add what letters? What is it then called? Is *emp* ever halved? 190. Is the *h*-tick prefixed to *emp* or *emb*? Give an example. 191. Write each example five times. 192. What is added by lengthening *ing*? 193. Lengthening any other curve adds what? 194. What words may be added by doubling the length of a sign? 195. How may *other*, etc., be added? 196. What is said about the lengthening principle?



## LESSON XXI.

## SPECIAL, VOCALIZATION.

197. To read a vowel between a consonant and an *l*- or *r*-hook, the *dot*-vowels are represented by a circle, and written *before* the consonant, if the vowel is *long*, thus:

1								
	dark	darken	Charles	parcel	parley	garment	chart	charming
2								
	believe	dearly	merely	real	realty	wield	parallel	nearly.

198. If the *dot*-vowel is *short*, it is written *after* the consonant, thus:

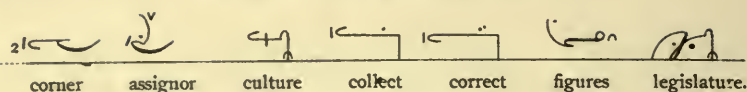
1								
	term	tell	realm	chilled	guilt	skilled	birds	delicacy
2								
	till	animal	canal	scarcity	gardener	scarlet	per	clatter.

199. When a dash-vowel is to be read between the stem and the hook, it is written *through* the consonant, thus:

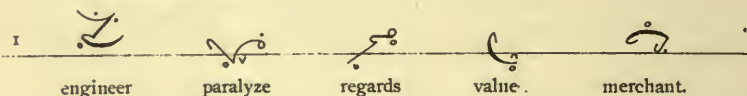
1								
	course	curse	Turk	roll	culture	cultivate	curve	churn
2								
	portray	burst	labored	journal	nurse	nursery	nurture	excursive
3								
	court	cold	bold	portioned	school	require	record	recourse.

200. When an initial hook or circle would interfere with a first-place vowel, or a final hook or circle with a third-place vowel, the vowel sign may be written at the beginning or the end of the consonant, thus:

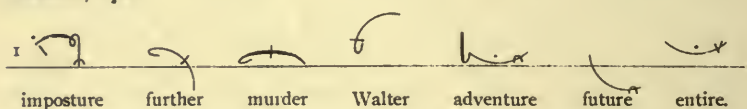
1								
	corporation	border	normal	north	dormouse	cord	torment	moral



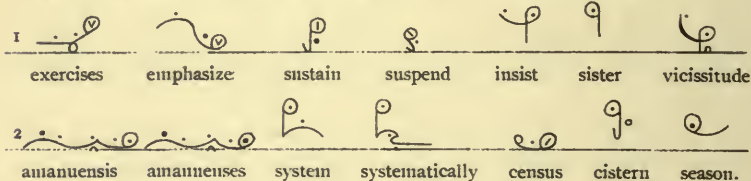
201. When the preceding rules cannot be applied, vowels may be written on either side of a consonant stem, as in



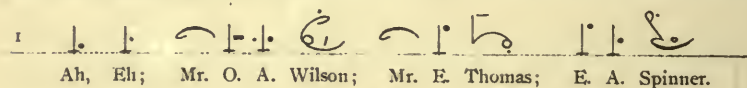
202. A vowel before a final *r*, or a lengthened curve, may be struck through the consonant, thus:



203. *Ses* may be vocalized by writing a vowel within the circle, thus:



204. Vowels or diphthongs may be used for initials, and for interjections by writing them in their proper place to the consonant *t*, and then canceling the *t* by drawing a short line at the bottom of it, thus:

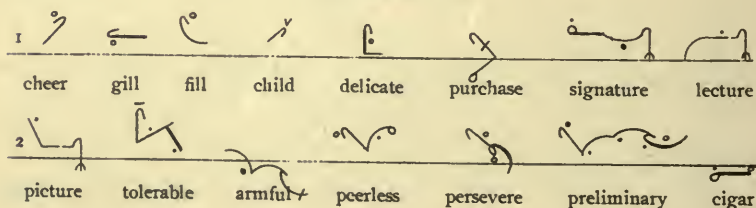


### ACCENT.

205. The accented vowel of a word is denoted by writing a small  $\times$  near the vowel, thus:  $\dot{\text{d}}\text{ecaved}$ ,  $\dot{\text{d}}\text{ecade}$ ;  $\dot{\text{a}}\text{rose}$ ,  $\dot{\text{a}}\text{rrows}$ ;  $\dot{\text{a}}\text{ffix}$ ,  $\dot{\text{a}}\text{ffix}$ .

206.

### EXAMPLES.



3								
	encore	partial	derange	corporal	school	balcony	pilgrim	
4								
	Delaware	correspondent	secure	security	utility	fur	carve	
5								
	epicure	foil	jealous	fowl	prevail	volume	ruling	derogatory
6								
	ordinary	voluntary	falter	mortal	Baltimore	moral	legislature	
7								
	miracle	decorum	distill	capture	near	George	calico	transport
8								
	agriculture	Deerfield	dedicatory	valid	Mormon	cargo	purport	

## DOUBLE VOWELS.

207. The vowel scale already given is sufficient for general purposes, for it is seldom that professional stenographers make use of special vowel signs in reporting. Even were such vowel signs memorized their use would be so infrequent as to cause serious embarrassment to the stenographer.

## TABLE OF DISSYLLABIC DIPHTHONGS.

1										
	e-i	a-i	ah-i	aw-i	o-i	oo-i	o-e			
2										
	being	clayey	hurrahing	annoying	ruin	snowy	Owen	poet	gluey	
3										
	gayety	poem	final	laity	stoic	fealty	boyish	boa	goest	pean.

208. A simple vowel sign may be added to a diphthong without lifting the pen, by writing a tick at an acute angle for *i* or *e*, and a tick at a right angle for *o* or *a*; if the vowel is long the tick may be shaded.

1									
	dewy	Louise	Powel	joyous	piety	dower	tower	variety	bias
2									
	defying	enjoying	biology	diary	pyæmia	cower	puerile	violation.	

209. As explained in ¶ 43, when two vowels precede or follow the only consonant in a word, they are written as in . *Iowa*, . *showy*, . *Ohio*, . *idea*, . *Noah*, . *snowy*, . *Isaiah*; but when two vowels occur between two stems the first is written after the first consonant and the second before the last consonant, as in . *inchoate*, . *coeval*, . *theory*, . *sawing*, . *dial*, . *Boaz*, . *fuel*.

210. For the representation of foreign vowel sounds extended scales are given in some phonographic works, but they are valueless so far as ordinary short-hand not-taking is concerned. Such sounds are usually indicated by a wave-like mark, as, . *un-*, . *-sich*, etc.

### QUESTIONS AND EXERCISES ON LESSON XXI.







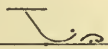


197. How must the vowel be written to read a *dot-vowel* between a consonant and its hook? Write each example ten times. 198. If the *dot-vowel* is short, how is it written? Write each example ten times. 199. How are the *dash-vowels* written? Write each example ten times. 200. When an initial hook or circle interferes, how may the vowel be written? Write each example ten times. 201. What is done when the preceding rules cannot be applied? Write each example ten times. 202. How is a vowel before a final *r* or a lengthened curve written? 203. How is *ses* vocalized? Write each example ten times. 204. How may vowels and diphthongs be used for initials to proper names? 205. How is the accented vowel of a word indicated? Give several examples. 206. Write each example ten times. Read ¶ 207, 208, 209, and 210 carefully.

## LESSON XXII.








































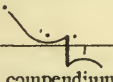



## PREFIXES.

211. Speed in writing is materially increased by the employment of prefixes and affixes which it would otherwise be difficult to express in full. Prefixes are usually joined to the main stem whenever possible.

212. *Accom.*—Expressed by *k* written at the beginning of the word, thus:

1					
	accomplish	accomplished	accompany	accompanied	accommodation
2					
	accomplice	accompaniment	accommodate	accommodating.	

213. *Con, Com, Cog.*—Expressed by a *light* dot at the beginning of a word, thus:

1							
	contain	condone	condition	consider	conjoin	conduce	confess
2							
	conceal	concede	conceit	conceive	concentrate	concern	concave
3							
	conception	compose	combine	compress	confidence	community	
4							
	concert	conclave	commence	compound	combat	commend	command
5							
	committee	combination	combustion	comfort	commendable	contrite	
6							
	commission	communication	communion	commencement	conquest		
7							
	companion	compendium	compensate	competition	composition		



8						
	contempt	conductor	convulsed	commentary	commodity	contemporary
9						
	cognate	cognition	cognizance	cognizant	cognomen	cog-wheel

214. *Con* is often implied by nearness of writing, as, they conquered or they concurred; they consented; your concurrence, I am confidentially.

215. *Contra, Contro, Counter.*—Expressed by a half-length written at the beginning of a word, thus:

1					
	contradict	contravene	contradistinction	countermine	countermarch
2					
	controversial	controversy	controvert	counterfeit	counterbalance
3					
	counteraction	counteract	countermand	counterpart	counterfeiter
4					
	counter-irritant	contraband	countersign	counter-irritation	

216. *For, Fore.*—When not more conveniently written otherwise, these may be expressed by *f*, thus:

1						
	foreknowledge	formality	formal	forsooth	forewarned	forewoman
2						
	forsworn	formalism	foreclose	foreclosure	forever	forswear

217. *Self, Self-con, Circum.*—Expressed by *iss* written beside a consonant for *self* and *circum*, and at the beginning for *self-con*, thus:

1						
	selfish	self-consciousness	self-esteem	self-assertion	self-respect	self-abnegation
2						
	self-confidence	self-conceit	self-control	self-evident	self-defense	self-denial








3						
	self-possessed	self-sufficient	self-respect	self-sacrifice	self-abasement	
4						
	self-communion	self-indulgence	self-knowledge	self-reliant	self-preservation	
5						
	circumvent	circumscribed	circumspect	circumstance	circumflex	self-asserting
6						
	self-imposed	self-made	self-possession	self-registering	self-satisfied	







218. *In, Un, Incon.*—Expressed by a back-hook, called the *in-hook*, before the treble consonant, thus:

1							
	insatiable	insult	insolence	unseasoned	insertion	inconsiderable	instruct
2							
	inscribe	insecurity	insatiate	inseparable	inspiration	unceasing	unsocial
3							
	unseemly	unceremonious	unceremoniously	unseasonable	unconcern		
4							
	unconcerned	unscrupulous	unscriptural	instrumental	inconsideration	incise	
5							
	incision	insolvency	insomnia	insufferable	insulate	insulator	insulation
5							
	insuperable	insurrection	inspired	inspirit	insoluble	inscrutable	insert







219. *Inter, Intro, Enter, Anti, Ante.*—Expressed by a *half-length n* joined to the main stem, when a good joining can be made, thus:








1							
	intermingle	intermit	interview	intermixed	interdict	interfere	intervene
2							
	interjection	intercept	international	enterprise	entertain	interlude	introduce

3         
interpose antiseptic antecedent antedate antepenult antechamber antediluvian







4        
antithesis anticlimax antidote antilogy anteroom antemeridian






220. *Magna, Magni*.—Expressed by *m* written over a word, thus:







1        
magnificent magnitude magnify magnified magnanimously magnanimity







2         
Magna-Charta magnate magnetic magnesia magnifier magnificence magnetism.

221. *Mis, Miscon, Miscom*.—Expressed by *m-iss* written before the remainder of a word, thus:







1        
misconceive misconception misconduct misconstruction misconstrue misapply







2       
miscompute miscalculation miscalculate misapplication misapprehension







3        
misapprehended misappropriation misanthropist misalliance miscarried

4        
mischievousness misfortune misplaced mischance misbelief mislead.

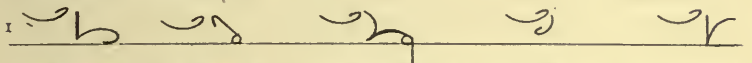
222. *Decom, Dis, Discon, Discom*.—Expressed by *d* or *d-iss* written before the remainder of a word, thus:

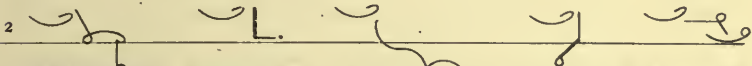
1        
decompose decomposition discomfort discomfit discomfiture discomposure

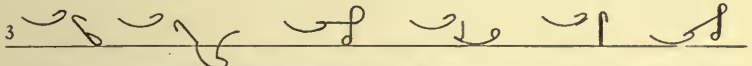
2        
discontinue discontented discontent decomposing disconcert discommodate

3        
disagreeable discriminate disfranchise discharge disfigure disembarkation.

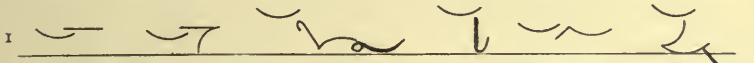
223. *Non, Noncon, Noncom.*—Expressed by *nen* written at the beginning of the remainder of the word, thus:

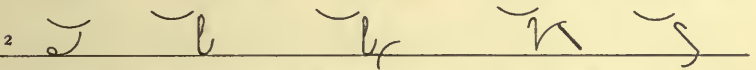
1   
non-admission non-appearance non-assumpsit non-commissioned non-committal

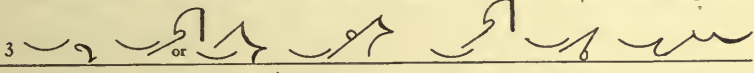
2   
non-compos-mentis non-conducting non-conformity non-contagious non-acceptance

3   
non-plussed non-professional non-existence non-attendance non-delivery non-residence.

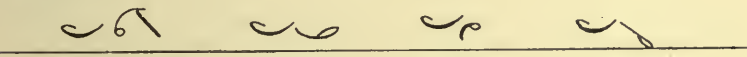
224. *Uncon, Uncom.*—Expressed by *n* written near the remainder of the word, thus:

1   
uncommon uncommonly uncompromising unconditional unwritten unconscionable

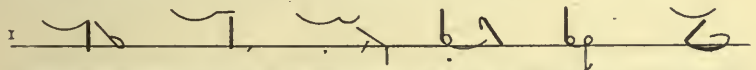
2   
unconscious unconstitutional unconstitutionality uncontrollable unaccomplished


3   
unconverted unraveled unreservedly unrivalled unrighteous unrelenting.

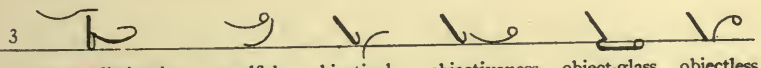
225. *Unrecon, Unrecom, Unrecog.*—Expressed by *ner* written at the beginning of the word, thus:

  
unreconcilable unrecognized unreconciled unrecompensed.

226. One or more initial syllables can be employed advantageously to represent a prefix by separating the preceding from the following portion of the word, thus:

1   
undecomposed uncontradicted uninterrupted disencumber disinterested in-conjunction

2   
incumbent in-comparison recumbent underrate afternoon uncircumscribed

3   
in-contradistinction unselfish objectively objectiveness object-glass objectless

4						
	object-lesson	noontide	common-consent	concomitant	supernatural	superabundance
5						
	noonday	self-esteem	inconsequence	inconsistent	incompressible	inconclusive.

227. *Recon, Recom, Recog.*—Expressed by *ray* written near the remainder of the word, thus:

1						
	reconcile	reconcilable	recommend	recommence	recognize	recognition
2						
	reconstruct	recommendation	recognizance	recommitment	reconciled	
3						
	reconsideration	reconsidered	reconveyed	reconnaissance	reconnoiter.	

228. *Irrecon, Irre, Irreg, etc.*—Expressed by *Ar* written near the remainder of the word, thus:

1					
	irreconcilable	irrecognizable	irrefutable	irregular	irregularity.

## QUESTIONS AND EXERCISES ON LESSON XXII.

211. How may speed in writing be increased? 212. How is *Accom* expressed? 213. How are *Con, Com, and Cog* expressed? 214. Is *Con* ever implied? 215. How are *Contra, Contro, and Counter* expressed? 216. How are *For* and *Fore* expressed? 217. How may *Self, Self-con, and Circum* be expressed? 218. How may *In, Un, and Incon* be expressed? 219. How may *Inter, Intro, Enter, Anti, and Ante* be expressed? 220. How are *Magna* and *Magni* expressed? 221. How are *Mis, Miscon, and Miscom* expressed? 222. How are *Decom, Dis, Discon, and Discom* expressed? 223. How are *Non, Noncon, and Noncom* expressed? 224. How may *Uncon, and Uncom* be expressed? 225. How are *Unrecon, Unrecom, and Unrecog* expressed? 226. Can one or more syllables be employed to represent a prefix? 227. How may *Recon, Recom, and Recog* be expressed? 228. How may *Irrecon, Irre, Irreg, etc.*, be expressed? Write each example under the preceding paragraphs ten times.



## LESSON XXIII.

## WRITING EXERCISE—PREFIXES.

229. Copy one page at a time of this exercise until you can write it from dictation; then write it from dictation twenty-five times. Take up the next page and proceed in the same manner, reviewing the preceding pages by writing them from dictation at each sitting.

1. The accomplished gentleman who accompanied me was compelled to do so, much

2. to his discomposure and discontent. His overweening self-consciousness and self-con-

3. ceit caused him to be disliked by every one with whom he came in contact. Early

4. self-indulgence had led him into temptation, and when counterfeit coin appeared in the

5. neighborhood a knowledge of his bad habits caused him to be formally indicted as a

6. counterfeiter. He now seems to have lost all self-respect. Although remarkably self-

7. possessed, he will need all of his self-confidence and self-control to prevent confessing

8. at once. It is self-evident that self-defense or self-preservation is the first law of nature.

9. There may be virtue in self-denial and self-sacrifice; whether there is depends upon

10. circumstances. The conductor was very accommodating, and unceasing in his en-

11 150 endeavors to make the enterprise an international success. The antechambers are filled

12 with antediluvian relics, that antedate the Flood. The insurrection was inspired by

13 unscrupulous men, who were insatiable in their greed, and whose insults and insolence

14 ought not to go unpunished. The magnitude of the undertaking is only equalled by

15 200 the magnanimity of those who so magnanimously subscribed to this magnificent enter-

16 tainment. Having been troubled with insomnia, the so-called instrumental perform-

17 ances, kept up to an unseemly hour of the night, became insufferable, and the police

18 very unceremoniously took possession of the concert hall, which disconcerted the pro-

19 250 prietor. An action in non-assumpsit was brought, and a non-suit ordered, owing to

20 the non-attendance of witnesses, and the non-delivery of certain documentary evidence

21 to the court. The insulation will be perfect if the insulator is properly adjusted.

22 They all seemed unconcerned at the unseasonable hour at which his lordship arrived,

23 300 but of course it would not do for us to interpose objections or interfere in any way.

24 I am informed that the antecedent treatment was antiseptic; such treatment may now

25 be discontinued, as no further decomposition will take place. The disease is consid-

26 ered non-contagious. The interview was intermingled with various diversions, and-

27 the evening was passed in uninterrupted pleasure. Do not underrate the value of  
30

28 unwritten law; usage gives it the force of a constitutional enactment. It was his

29 misfortune that there should be a miscalculation and misappropriation of the funds;

30 the trouble arose from misplaced confidence in a misanthropist, who was a non-pro-

31 fessional accountant and also a non-resident of the state. He is charitably supposed  
400

32 to be *non-compos-mentis*, but the physicians are non-committal as to his case. It is a

33 disagreeable duty to discriminate against, or to disfranchise, a citizen. After recon-

34 sideration of the entire matter, it was recommended that a reconciliation should take-  
450

35 place, but the parties were unreconcilable. Noonday and noontide are synonymous or

36   
 interchangeable terms for the middle of the day, while afternoon means after noontide

37   
 until evening. "The scorching sun was mounted high, in all its lustre to the noontide

38   
 sky." Objectively means in an objective manner, while objectiveness is the quality or

39   
 state of being objective. Supernatural is that which is above or beyond the established

40   
 laws of nature, while superabundance means more than enough; the superfluities of

41   
 life must be supplied out of the superabundance of art and industry. His argument

42   
 in favor of object lessons was considered, by common consent, irrefutable, and his state-

43   
 ments are uncontroverted and uncontradicted to this day. The mystery is still un-

44   
 ravelled. He returned unrecognized and unreconciled, with his mission unaccom-

45   
 plished. Recognizance is the act of recognizing; acknowledgment or recognition of a

46   
 person or thing. In law a recognizance is an obligation of record, which a man

47   
 enters into before a court of record to do some particular act, as to keep the peace, or

48   
 pay a debt. Recognizance is frequently pronounced like the word *reconnaissance*,

49 which-has reference to-the examination of-a territory, district, or of-an enemy's position.

50 The word *reconnoiter* means to examine by-the eye, or to-make-a *reconnaissance*, or

51 preliminary survey. His acceptability for-the chairmanship of-the-State-Committee

52 will depend-upon-his responsibility, and-this-will probably be determined very soon.

53 He-is as-well-known for-his companionship as-for-his statesmanship; he-is said-to-have

54 risen from-an ordinary clerkship to-the position of collectorship of-the Port of New-

55 York. The popularity of-a man and-his punctuality in-business, has-much to-do

56 with-his prosperity. He-is noted for-his instability, rather-than for-his stability, of

57 character. Be gentlemanly, but never lordly, in-your treatment of others. Although

58 they declared their hostility to-our institutions, yet we enjoyed their friendliness and

59 hospitality while we remained with-them. His peculiarities, and uncontrollable

60 temper, are well-known to those who-are friendly with-him. The meetings will-be-

61 held in-the Association building; delegates arriving late will-be provided with sleeping



62 accommodations; after-the opening or commencing exercises speaking for-the prize.

63 scholarship will begin. Considering their relationship, it would-not be wise to appoint

64 him to-the executorship of-the estate. The studies of Physiology, Theology, Zoology,

65 Psychology, and Phrenology are all deeply interesting. Genealogy and Genealogical

66 history are comparatively uninteresting. "Know thyself," or, in-other-words, have

67 self-knowledge. Always-be self-possessed and-have self-reliance. The concomitant

68 pleasures of doing good are many. He-was reverential as-well-as deferential.

## LESSON XXIV.

## AFFIXES.

(Write each word twenty-five times.)

230. *Ble, Bly, Bility*.—Expressed by *d*, joined or disjoined, when *ble* cannot be conveniently employed.

*Mental, Mentality, Ality, Arity*.—Expressed by disjoining the final consonant from the preceding part of the word, thus:

1 sensible-y profitable-y probable-y responsible-y-ility acceptable-ility instability

2 stability expansibility sensibility suitability popularity prosperity peculiarity

3 instrumentality punctuality consistently inconsistently gentlemanly lordly

4 fallaciously friendly friendliness frugality vulgarity fundamental monumental

5 elemental-ly regimental ornamental-ly hospitality hospitable hostility proudness

6 profitless principality predominant-ly mortality immortal-ity fatal-ity.

231. *Blness, Fulness*.—Expressed by *is* written at the end of a word, or the full consonant outline may be used if preferred, thus:

1 serviceableness teachableness questionableness doubtfulness indispensableness

2 mindfulness carefulness thankfulness helpfulness blissfulness awfulness.

NOTE.—This circle is used by Pitman to express *ings*, which can be just as well expressed by a *heavy dot*, as it will in no way interfere with the use of the *light dot* for *ing*.

232. *Ential, Entially*.—Expressed by *ish* following *u*, thus:

1   
credential deferential inferential reverential prudential providential potential.

233. *Ing, Ings*.—*Ing* may be expressed by a *light dot*, and *ings* by a *heavy dot*, at the end of a word, thus:

1   
trying buying leaping sleeping striking speaking reaching doing paying

2   
taking raging ducking dancing rapping preserving eating training

3   
cleaning cleansing turning concerning dying considering constraining

4   
shining playing making lacking going prancings engravings meetings

5   
joinings buildings cravings castings.

234. The *ing*-stem may be used in the following words:

1   
blessing hazing placing praising blazing dressing choosing

2   
chasing gazing creasing kissing rising composing commencing

3   
annoying lying feeling bowling stiffening striving driving

4   
proving drafting amusing perusing musing losing looming.

235. *Ing-the*.—Expressed by a disjoined *tick* at the end of a word, written in the direction of *p* or *chay*, thus:

1   
doing-the having-the saving-the trying-the paying-the buying-the

2					
	striking-the	robbing-the	training-the	cleaning-the	concerning-the
3					
	considering-the	making-the	giving-the	wrapping-the	moving-the.

236. *Ing-a*.—Expressed by a *tick* at the end of a word, written in either a *horizontal* or a *perpendicular* direction, thus:

1							
	taking-a	making-a	trying-a	striking-a	asking-a	concerning-a	showing-a
2							
	seeking-a	giving-a	preaching-a	leaving-a.			

237. *Their, There, Thir, Ing-their-there, Ingly*.—Expressed by a *heavy tick* at the end of a word, written in the direction of *p* or *chay*, and when convenient may be joined to a *circle* and to the brief signs for *with, would, were*, etc.; also by lengthening *ing*, thus:

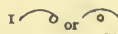

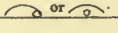






1						
	giving-their	doing-their	making-their	staying-there	taking-their	with-their
(a)						
2						
	would-there	were-there	because-there	since-there	seeing-their	knowingly
3						
	lovingly	laughingly	knowing-their	loving-their	among-their.	

NOTE.—This tick may also be used to express *other* when added to the word-signs for *any* and *no*, as, *any-other*; *no-other*. This makes a clear distinction between these signs and other signs expressed by the lengthening principle, without inserting a vowel.







238. *Ology, Ological*.—Expressed by *jay*, joined or disjoined, thus:

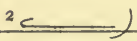





1						
	zoology-ical	genealogy-ical	theology-ical	phrenology-ical	geology-ical	
2						
	ethnology	physiology-ical	psychology	ornithology	biology	sociology.






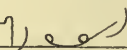

239. *Self, Selves*.—Expressed by *iss* and *sez*, joined or disjoined, thus:




1  or  myself     or  himself     or  themselves     yourself     yourselves     oneself.

240. *Ship*.—Expressed by *ish* joined or disjoined, thus:









1  apprenticeship     chairmanship     lordship     clerkship     statesmanship     friendship

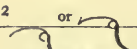



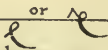

2  collectorship     companionship     generalship     consulship     courtship     hardship










3  ownership     scholarship     judgeship     or  executorship     censorship     relationship

4  partisanship     horsemanship     sergeantship.

241. *Soever*.—Expressed by *is-vee* joined, thus:

1  or  whatsoever     whichsoever     wheresoever     whoever     whosoever     or  whosoever

2  or  whomsoever     whensoever     whencesoever     or  howsoever.

(a) The experienced stenographer may add an *f*-, *v*-, or *n*-hook, when convenient, to add *own*, *not*, *ever*, *fore*, and the *iss*-circle for *is* or *his*, thus: ...were-there-not; ...were-there-ever; ...with-their-own; ...would-there-not; ...would-there-ever; ...would-there-ever-have-been; ...because-there-is-has; ...since-there-is-has; ...since-therefore.



## LESSON XXV.

## WRITING EXERCISE—AFFIXES.

242.—Practice one page at a time of this exercise until you can write it from dictation, then write it from dictation twenty-five times. Write all of the exercises thus far given that are to be written from dictation until you can write them at the rate of one hundred and fifty words a minute.

1 He is probably sensible of the great honor thrust upon him, and his popularity and

2 gentlemanly ways peculiarly fit him for the position. We all rejoice in his prosperity,

3 and hope that through his instrumentality the friendliness of foreign powers will be

4 assured. They are noted for their hospitality, as well as for their frugality, which is not

5 incompatible with being hospitable. Their hostility to the principality of the Prince

6 is profitless, and were it not for the proudness and stubbornness of their rulers they

7 could have consistently, and without display of partisanship, shown their statesmanship,

8 and established their ownership of the territory without hardship to the tenants. It is

9 providential that he had an insurance policy in the Prudential Insurance Co. As soon-

10 as they present their credentials at regimental headquarters they will be presented

11 with-an order for ornamental caps and accoutrements. A profitable business must-

12 always-be attended with responsibility. We speak of-the teachableness of children,  
(a)

13 meaning-their aptness to learn; of-the serviceableness of-an article, meaning its quality

14 of being serviceable; or-of-the doubtfulness of anything, the state-of-being doubtful.  
(b)

15 In-writing such words as indispensableness, mindfulness, carefulness, thankfulness, the

16 termination bleness can-be expressed by-the circle, or-the full outline may-be used,  
(a)

17 whichever is most convenient. Concerning-their speaking, I-have-nothing to-say, but

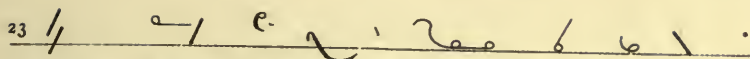
18 it-was in-striking contrast to-the rest of-the performance, considering-their training.

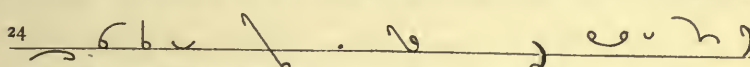
19 In perusing-the stories of drafting times during our late war it-is amusing to observe

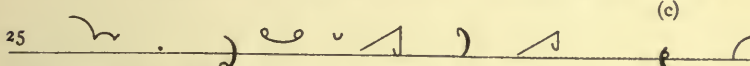
20 what lying was resorted to to-avoid being drafted. You-should-not knowingly wound-

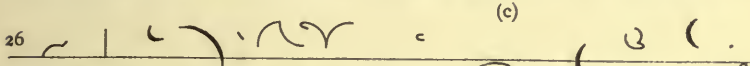
21 the feelings of another. She replied *laughingly*, and subscribed herself *lovingly*. The

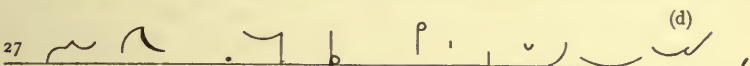
22 suffix *ology* denotes any science or branch of knowledge, as philology, physiology,

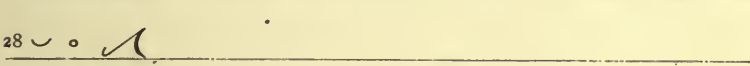
23   
 300 geology. Psychology is-that branch of Metaphysics which-has for-its subject the


24   
 human soul, its nature, properties, and operations. "Whosoever sins ye remit, they-

25   
 are remitted; and whosoever sins ye retain, they-are retained." "Whosoever will,

26   
 let-him take of-the water of life freely." "With whomsoever thou findest thy goods,

27   
 350 let-him-not live." "And into whatsoever city or town ye shall enter, inquire who

28   
 in-it is worthy."

(a) *Ing-thr* may also be expressed by lengthening the *ing*-stem, as  meaning-their. (b) *Nert-ing*, a convenient form for *in writing*; the same sign is written below the line for *hand-writing*.

(c) A distinction should be made in writing *whosoever* and *whomsoever*. *Whosoever* means *whoever, whatever person, any person whatever*; *whomsoever* is the objective of *whosoever*. The sentence, "With whomsoever thou findest thy goods," etc., having been dictated to five short-hand writers, all but one translated *whomsoever* by *whosoever*. This is not fatal to a correct understanding of the passage, *per se*; but it is not what was dictated, nor what the text called for. The incorrect translation was evidently due to using the same form for both *whosoever* and *whomsoever*.

(d) A very convenient contraction for *inquire*.

#### PUNCTUATION—MISCELLANEOUS MARKS.

243. Whenever the ordinary marks used for punctuation are likely to conflict with a phonographic character, special signs may be substituted, of which a variety are given below. In reporting, the stenographer should indicate the periods and paragraphs, as it will simplify the task of transcribing his notes. Other points may be inserted if it is convenient to do so, such as indicating a capital letter, a foreign word, exclamations, laughter, applause, etc. In reporting testimony the dash is frequently required to indicate a sudden change in the question or answer, or an interruption. The stenographer should make it a rule to use every device, when reporting, that will enable him to make a correct transcript of the notes he takes. This saves time and trouble, and in the stenographer's case it will *lengthen life*.

Period, ( / x ∞ ); Comma, ( , ); Colon, ( : or x ); Semicolon, ( ; ); Interrogation, ( ? or x ); Exclamation, ( ! or 7 ); Hyphen, ( = ); Dash, ( — or ~ ); Paragraph, ( ¶ or // ); Parenthesis, ( ( ) ); Asterisk, ( \* ); Caret, ( ^ ); Quotations, ( “ ” < > “ ” ); Under-score, ( \_ ); Laughter, ( ☺ ); Applause, ( ☺ ); Great Applause, ( ☺ ); Hissing, ( ☺ ); Doubt, ( ? ); Italics, ( ~ ); Small Capitals, ( = ); Capitals, ( = or “ ” ); Grief, ( / x ). In legislative reporting the name of each speaker is stenographed and a circle drawn around it, thus: (2) *Sherman*; (1) *Edmonds*; (7) *Gordon*.

### NUMBERS.

244. As far as possible, numbers should be represented by the Arabic figures; they catch the eye more quickly than short-hand numerals, and are consequently more easily read. In rapid writing the large, round numbers are more quickly expressed by their short-hand symbols. The figure six is better written in short-hand. The following forms may be used to advantage: hundred, thousand, million, billion, hundred thousand, hundred million. One, two, three, six, ten, twelve, first, second, third, fourth, sixth, tenth, twelfth, 100; 100,000; 400; 500,000; 600,000; 1,000,000; 1,200; 1,300; 3,000,000,000; 150,000; 150,000,000. Some reporters use the full-length signs, thus: 4 hundred, 2 thousand.

## LESSON XXVI.

## CONSONANT WORD-SIGNS.

245. If the student has faithfully followed instructions up to this point, he is sufficiently familiar with the principles to write any word in the English language phonographically; but to attain the highest speed in writing, further study of the word-signs, and of contracted forms, is necessary. It is believed that the following is about as complete and accurate a list as it is possible to present, all of the signs having stood the test of years in actual practice.

Where several words are represented by the same sign they are inclosed in parentheses. When the terminations *-d*, *-ed*, *-ly*, *-ility*, etc., are joined to another word by a hyphen, both the primitive and derivative forms are represented by the same sign, unless there are other signs immediately following and written over the derivatives, as in lines 10 and 11, page 112, under K. It will be observed that *iss-kret* is the phonograph for *secured*, but *iss-ker-t* for *security*; while *in-iss-kret* represents both *unsecured* and *insecurity*. *Iss-klet schooled* and *seclude*, but *iss-klet-ed secluded*. The hyphen is also used to join words together in phrase, as *in-order-that*, *by-means-of*.

To enable the student to memorize this list with greater ease, and in a much shorter time than heretofore, word-sign sentences have been arranged for dictation; but in addition to such practice the list should be gone over occasionally, and each sign written from fifty to one hundred times, or more, pronouncing the name and position of each sign, as directed in ¶ 60, page 16.

## P

1 / / / / / / /  
up (hope happy party patent-ed-able) comply peopled-d apply (applicable-ility)

(a)  
2 / / / / /  
(appear proper propriety) (improper impropriety) principle-al-ly (practice practical-ly)

3 / / / / / /  
(practicable-ility) (upon open) (happen punish-ed-ment) poverty (hopeful hope-to-

4 / / / / / / / /  
have) option compassion passion complain plan completion perfect-ed (proof
































































5 / / / / / / /  
prove professor) approve-al perfection operation oppression (speak speech spoke)



6								
7								
8								
9								
10								
11								
12								
13								
14								
15								
16								



















(a) Words represented by more than one consonant stem are not, strictly speaking, *word-signs*, but *contractions*. A number of contracted forms appear in this list, for the reason that it is thought best to have the student memorize them at this time, owing to their frequent use. It not infrequently happens that the derivative forms for certain words cause the beginner considerable annoyance, especially as the form for the primitive only is given in the Phonetic Dictionaries. (b) The *ed-tick* may be added to *word-signs* when convenient.

## B

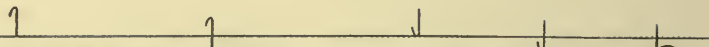
1								
	by	(be object)	objected	to-be	(belong-ed by-all)	able	(liberty by-our)	(member
2								
	remember)	(number-ed brother)	brotherhood	brethren	combine-ation	been	before	
3								
	objection-able	objective	(belief believe)	believed	believer	remembrance	brief	
4								
	brave	subordinate-d-tion	(subject subpœna)	subjected	subjection	subjective	buys	
5								
	(a-base objects)	abuse	obligation	by-it	(be-it be-had)	about	exhibit-ed	(built
6				or				
	build-ed-ing)	(able-to bold-ness)	(behold beheld)	(a-broad brought)	(remembered			
7								
	remember-it)	(behind combined	be-not)	abundant-ly-ance	(bound bountiful)			
8								
	before-it	above-it	blind	(blend blunt.)				


(a) When two forms are given for a word select one and stick to it, do not be constantly changing from one sign to the other. Exception is made to this where it is convenient to represent a word by two signs (see reference *a*, under T). It frequently happens that a word-sign may be very convenient for a stenographer engaged in a certain line of reporting, and not so convenient for one engaged in some other line; for instance, the sermon reporter can use *blet*, for *behold*, to good advantage, while the amanuensis in a glue factory might not have occasion to use it at all, so do not condemn a certain sign because it does not fit your business.

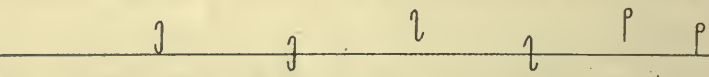
## T

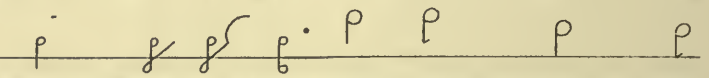
(a)									
1	time	(it take)	take-it	overtake	partake	undertake-n	retake	betake	mistake
(b)									
2	(at out took)	took-it	undertook	(tell till it-will)	(at-all until)	internal	(truth		

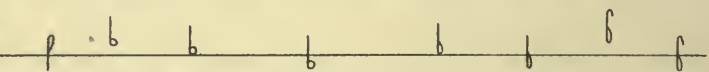
(c)

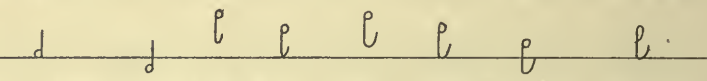
3   
 contract-ed) (true it-were at-our attract-ed) (contain taken) (attain at-one) attainment

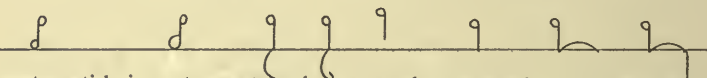
4   
 attainable It-ought-to-have whatever (out-of it-would-have) at-length (twelve-fth

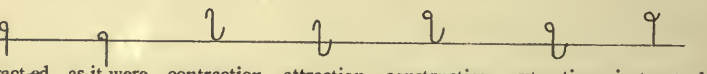
5   
 it-will-have) (eternal eternity) at-our-own contrive-ance attractive (city sit) set

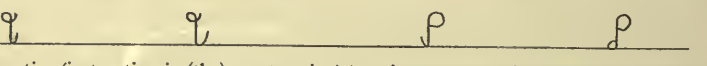
6   
 (sat satisfy-fied) satisfactory-ly as-to-its consist consisted (system-atic exist) existed

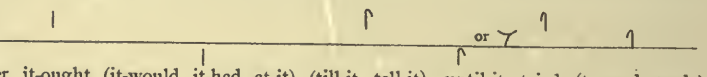
7   
 state stout tines (it-is its) (itself at-his) (taste test) at-first at-least at-last

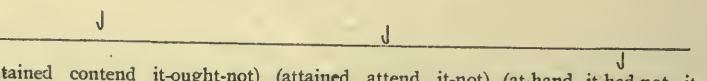
8   
 (contains attains) at-once set-off set-forth situation station satisfaction constitutional

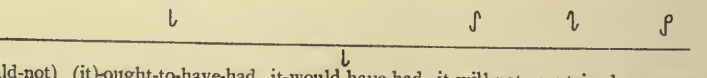
9   
 circumstance-tial circumstances strength-en external construct-ed extreme extremity

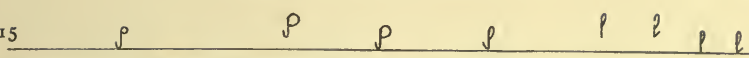
10   
 extract-ed as-it-were contraction attraction construction extraction instruct-ed

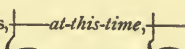
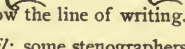





11   
 instructive (instruction in-(the)-construction) (consistency sustain) (consistence sustains)

12   
 sister it-ought (it-would it-had at-it) (till-it tell-it) until-it tried (toward trade)

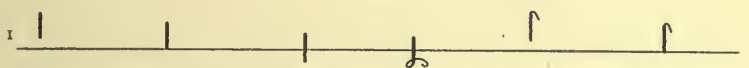
13   
 (contained contend it-ought-not) (attained attend it-not) (at-hand it-had-not it-


14   
 would-not) (it)-ought-to-have-had it-would-have-had it-will-not contrived constant

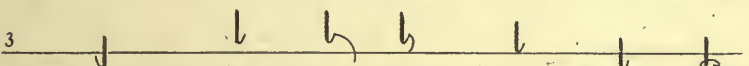
15   
(extent extend stand) consistent sustained constituent constitute-ed state-ed.

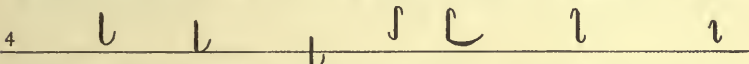
(a) *M* is frequently used in phrase as a word-sign for *time*; as,  *at-this-time*,  *at-that-time*, etc., to prevent the phrase from extending too far below the line of writing. (b)  *Tel* is objectionable as a word-sign for both *at-all* and *until*; some stenographers write  *at-all*, there is then no danger in using *tel* for *until*; many, however, prefer to change the sign for *until* and write  *ent*. This can be shortened for  *until-it*, or lengthened for  *until-there-is*. (c) *Contract*, *contracted*; *attract*, *attracted*, and kindred words, may have *ket* added to them if the writer prefers a longer outline.

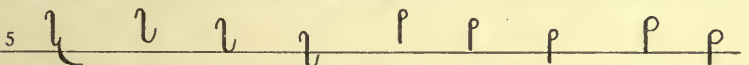
## D

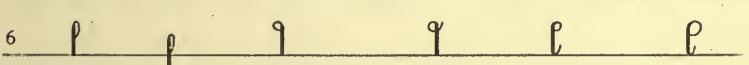
1   
dollar (defendant do day) advertise-d advertisement idle-ness (deliver-ed delivery)

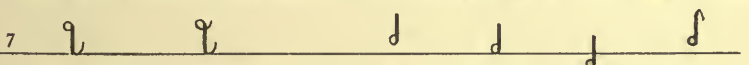
2   
doctor (direct-ed dear) doctrine director (during dark) denominate-d-tion done

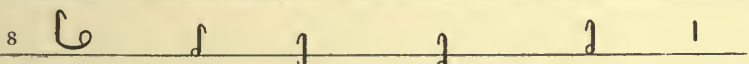
3   
(down providential) divine-ity deviner devinest differ-ent-ence advance-d advance-

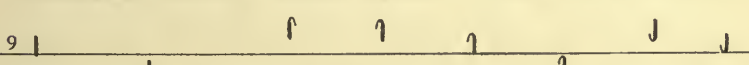
4   
ment edition condition-al additional delinquent-cy (derive derivation) derived


5   
derivative derision direction duration (seed side) said (sad has-had) is-said has-said

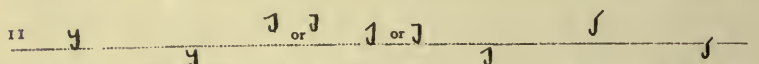
6   
(stead study) stood consider-able-ably inconsiderable said-to-have, is-said-to-have

7   
consideration in-(the)-consideration denominations audience providence (delinquents

8   
delinquencies) deliverance darken-ed (darkens darkness) directness (did did-it)

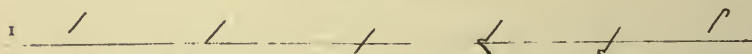
9   
do-it (had-had had-it) delight-ed deride-d dread-ed during-it did-not do-not


10   
(had-not had-it-not) (considered considerate) inconsiderate-ness accident-al you-did-not


11   
you-do-not you-had-not I-did-not I-do-not I-had-not he-did-not he-had-not.


(a) By always writing *ket-oid-* or *ret-oid-dent* for *I-did-not*, *I-do-not*, and *I-had-not*, *yuh* may be added to these signs without writing them out of position, or without danger of conflicting with *I*. The tick for *I* cannot conflict with the tick for *he*, as *he* (*chet-oid*) is always written downward.


CH (*Chay*)

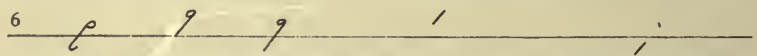
1   
(watch each) (which change) (much charge) changeable chargeable each-will

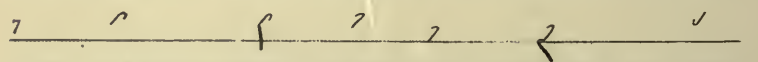
2   
(which-will children) much-will (cheer each-are) (chair which-are) which-were

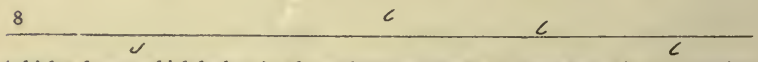
(a)  
3   
which-ought-to-have (whichever which-have) which-wd.-have each-one which-one


4   
(which-are-to-have which-are-of) (wh.-were-to-have wh.-were-of) as- or is-such

5   
(such situate-d) situation as-much such-a-one such-ought-to-have such-have

6   
such-wd.-have such-are such-were (which-ought which-it) (which-had which-would)

7   
(child which-will-it) child-hood cheered charity charitable-bly which-ought-not

8   
(which-wd.-not which-had-not) wh.-ought-to-have-had wh.-have-had wh.-wd.-have-had

9   
wh.-will-not.



(a) Some of the word-signs under *Chay* are objectionable to stenographers who do not find it necessary to use signs representing four or five words. Many stenographers do find it necessary, and make good use of them. The beginner must be guided by his experience after he is thrown upon his own resources. In the use of very brief signs, young stenographers are frequently governed by their speed; if it is not sufficient, they eagerly grasp at every expedient at hand; as it increases, they do not find it necessary to use excessively contracted forms, and gradually drift into writing fuller outlines, and after years of experience they forget the time when such phrases as, "*What-is-his-general-reputation-for-truth-and-veracity-in-the-neighborhood-in-which-he-resides,*" was a god-send to them, and laugh at the fledgling who is trying to reduce a phrase a yard in length to almost a single stroke of the pen. (b) These two signs were inserted by mistake.

## J

1 / / / 7 7 11  
joy (advantage Jesus) (damage judge large) enlarge-ment enlarged angel-ic

2 7 1 1 or 1 7 2 or 1 11 or 1 1  
archangel evangelic-al largely danger endanger dangerous (larger jury) jurors

3 ✓ ✓ ✓ 1 1 1  
(religion join) general-ly (junior imagine-ary-ation) Jehovah generation degeneration

4 1 2 or 2 1 1 1 1 1 1  
regeneration exaggeration (religious joys) irreligious advantages Jews just-ice largest

5 1 1 1 1 1 1 1  
just-as generalize-d generalization religionist justification generalization evangelize

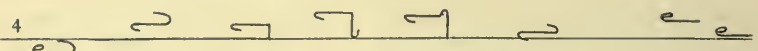
6 2 or 2 ✓ ✓ ✓  
jurisdiction gentlemen gentleman imagined.

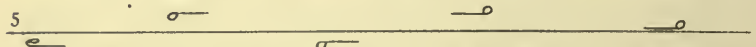
## K


1 — 7 —  
(kingdom common commit-tee-ed) commonly (come came company) (accompany-ied)

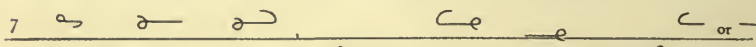
2 1 1 1 1 1  
county) country (call equal-ly) equalization (clerk difficult-y) Christian-ity (care occur)

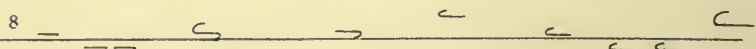
3 1 1 1 1 1 1  
occurrence cure coin can caution-ed occasion-ed action call-forth conclusion

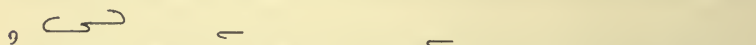
4   
seclusion creation created creative Creator (careful-ly care-of) skill scale


5   
school (describe-d scripture-al) secure (because kingdoms) (comes companies)

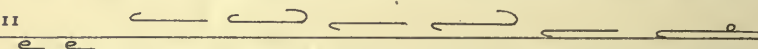
6   
accuse (commonest cost) descriptive description consequential consequence

7   
consequent inscribe-d inscription insecure acquisition accession accusation quite

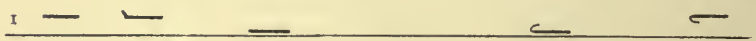
8   
could act-ed acquaint-ed-ance account (called equalled) cold conclude-d quality

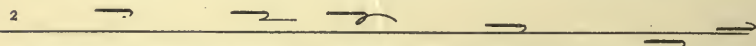
9   
qualification (creature accord-ing-ly) (court carried occurred) (cured accurate accrued)

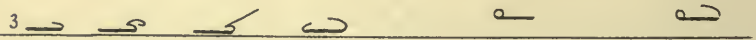
10   
client secret sacred secured-ly (unsecured insecurity) skilled exclude-d schooled

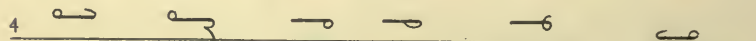
11   
seclude-d collect-ed collection correct-ed correction character characteristic.

## G

1   
give-n altogether (together go ago) (to-go to-give) (glory glorify-ied) (degree agree)

2   
(begin-ning organ) organic organism (gain again begun) began gave

3   
(govern-ed-ment) governor glorification (signify-ied significant-ce) signification

4   
significative significancy organs organized organization (glories glorious)

5 — — — — —  
 (God got) (good get) guilt-y (glad gold) agreed great give-it gave-it.

## F

1 (a)  
 or  
 (if form-ed) inform-ed information former-ly for (few half affect-ed) effect-ed

2 (follow-ing feel fill fall if-all) (fail fell for-all) full-y (if-our offer) from for-our

3 (often fine if-one) (phonógraphy for-one) confession fashion confusion fashionable

4 (fallen fall-in) fell-in philanthropy-ic-ist (feature if-it) (after for-it) (future fact)

5 footstep (followed filled feel-it) (failed felt) (from-what offered) (afraid freight) ind

6 faint found-ed-ation frequent offer-their (from-their further) farther from-their-own

7 (further-than farther-than) if-their (for-their father) (follow-their if-all-their) further-their




























(a) As a word-sign for *form*, *f* is most convenient; *n-f* can then be used for *inform*, *n-f-sion* for *information*; or, if preferred, *n-sion* may be used for *information*.

## V

1 ever have (however halve view) evil value valued over (every very)

2 (aver favor-ed) favorable favorite converse-ant universe-al university universalism

3 averse even evening (have-been having-been) conviction vision every-one

4									
	conversion	version	aversion	of-thr	have-thr	however-thr-	or they-are (Savior several)		
5									
	(of-it)	a-void-ed-ance	convict	(have-had)	have-it	evidence	evident	evidently	
6									
	(halved)	viewed	(over-it)	convert-ed	virtue	virtuous	virtuously	virtual	avert-ed
7									
	have-not	over-thr	ever-thr.						

**TH** (*Ith*)

1	(	(	<del>th</del> <del>th</del>	o	e	e		
	(think oath)	(thank-ed)	thonsand-th	youth	theology-ical	saith south south-east		
2	e or e	)	)	)	(	(	)	)
	south-eastern	author	three	through-one	thought	think-it	authority	authoritative
3	)	)	(	)				
	(threat	through-it	third)	throughout	(think-thr	or they-are)	through-thr.	

**TH** (*Thee*)

1	(	(	(	e	e	l	l	e
	(thee thy)	(them they)	(thou though)	Southern-er	they-all	they-will	though-wilt	
2	)	)	)	l	l	l	l	)
	either	(their there they-are)	other	(within thine)	then	than	they-have	they-have-had
3	l	l	l	l	l	.	l	
	they-would-have	(these thyself)	this	(thus those)	(themselves this-is)	(that they-ought)		
		(b)						
4	(		)	)	)	)	)	)
	without	(they-wd. they-had)	though-it	there-ought	there-it	(there-wd. there-had)		





**SH** (*Ish*)

1 
  
(she wish) (shall-t show) issue wisher sure-ly (assure share) shine (shown shun ocean)

2 
  
conscience (wisht wish-it she ought) shall-it (she-wa. she-had) short (assured shared)

3 
  
wish-thr. (show-thr. shall-thr.)

**ZH** (*Zhee*)

1 
  
usual-ly pleasure-able measure measured unmeasured immeasurable.

**L**

1 
  
(law ill) will-ing (whole allow) (line lien) alone revelation revolution (while we-will)

2 
  
well wool seal (sale soul as-will) salvation (style steal still) (stale stole) stool

3 
  
(laws loss lease) less (allows lose) (light lit lot) (late let) (let-us let-his) latest will-not

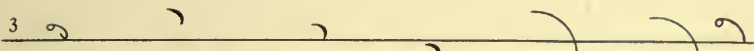
4 
  
we-will-not (lend loaned) land lead (led hold held old) loud (wild wilt) will-it

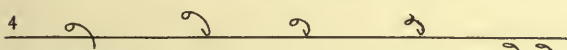
5 
  
lighter (later letter will-thr) latter.

**R** (*Downward*)

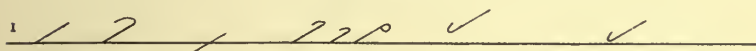
1 
  
(her here year) (are air heir) (our hour) (ours ourself) herein earn our-own (arise years)

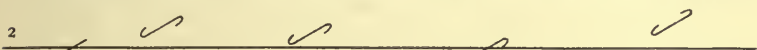
2 
  
(arose airs heirs) (li-ours arouse ourself) arrest-ed (art heart) or-not are-not around

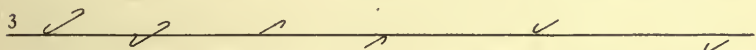
3   
concerned (Lord read ward) (word heard) (hard yard) (order order-thr.) are-thr. sir

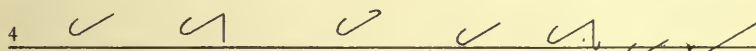
4   
(as-our is-our) concern-ing concerned unconcerned start-ed.

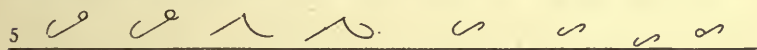
**R** (*Upward*)

1   
recollect-tion recover-ed-y refer-ed-ence (we-are wire) (wear where wore) (aware

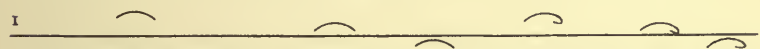
2   
with-our) we-are-in (where-in worn workman) with-our-own (we-are-of we-are-to-have)

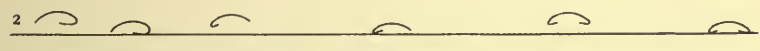
3   
whereof aware-of (rent rend) round (world were-it where-it) where-had

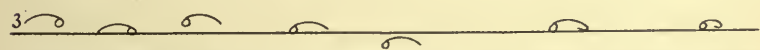
4   
(real-ly rely) (reality realty) (relief relieve) relate-d-tion relative rule-d ruler

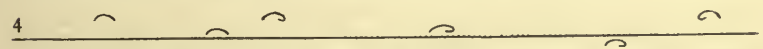
5   
release-ize realization reform-ed reformation we-were-not we-are-not were-not surround.

**M**

1   
(me my, time in phrase) (am may him) home (men mine mean) man human

2   
mission motion (with-me-my) (with-him we-may) (women we-mean-to) woman

3   
myself himself similar-ity (same sum) consume (some-one examine-ation) examined

4   
(might-y meet-ing) met mind (amount-ed am-not may-not) movement we-might-

5  
meet-made (were-made-met) (we-meant-to we-may-not) somewhat sometime immediate-ly

6  
made (seemed-is-made) has-made consumed important-ce (improve-d-ment may-be)

7  
impossible-ity improves simple-y-icity (somebody as-may-be) remark-able-y (Mr. merc)

8  
(more mercy) humor we-may-be, *in phrase*; stumped stamped million-s-th

9  
(matter mother may-thr) some-other murder.

## N

1  
(any in) (know no) (own new) (influence in-his) (commence hence) (news owns)

2  
(United States influences) commences influenced (next commenced) opinion







3  
(none known) (union communion) information (nation notion) when one



4  
(seen sin) soon in-all in-all-its only-as annual-ly unless (want went when-it)

5  
(wont wound) on-(the)-one-hand is-not (as-not has-not sent) need (under end





6  
hundred) (hand owned) (signed consigned sinned) send sound (near nor in-our)





7  
manner owner nearer-than in-order-(to) in-writing handwriting (entire neither

8        
in-their) (another enter) no-other in-their-own another-one no-other-one




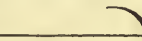


9    
(winter when-thr) wonder-ful-ly.


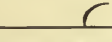


## ING





1      
(England English thing) (language lengthi) (a-long young) (longer longer-than)

2      
younger lengthen lengthy singular-ly-ity.



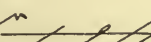





## W AND Y.





1        
why (way weigh) away (water wither whither) weather whether-thr

2      
southwest-ern (yea your you-are, you in phrase) (yes yeas yours yourself) yourselves

















3  or   or   
yes-sir your-own yield-ed.















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








1          
high Ohio holy-iest-ier-ness hiss house hast household house-and-lot

2      
(heat hit hot) hat hint hotel.

## VOWEL, WORD-SIGNS.

1                  
the (a eh) ah (an and) all (too two) (already awe) (oh O owe) (ought ought)

2                 
who-m of to or but (on he him) should (I eye aye hie) how we with were

3           
what would (ye years) (you, your in phrase;) yet beyond.





# INTRODUCTORY

## TO WORD-SIGN SENTENCES.

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246. To write rapidly, and to read quickly in return what has been written, requires much practice upon properly arranged material. The habit should be discouraged of writing miscellaneous matter from current literature before the student has memorized the word-signs, and is reasonably familiar with the contractions that enter into almost every kind of composition. Neither should he be allowed to form outlines of his own devising, or attempt to write independently of the exercises furnished expressly for the purpose, until he is well versed in the principles of phonetic writing and can apply them with intelligence; otherwise wrong outlines will be improvised and wrong word-signs used, rendering his notes incorrect, and consequently illegible. Exercises containing the most frequently recurring words are here given, and the student should be required to copy them until he can write them correctly from dictation at the rate of sixty words a minute; they should then be dictated to him daily until they can be written at the rate of at least one hundred and twenty-five words a minute. When this rate of speed is attained the student will be so familiar with the word-forms that he may safely be trusted to improvise exercises consisting of the simplest forms of speech, with the result that in an entire page of notes not more than two or three corrections will be found necessary.


247. It is scarcely necessary to apologize to the student of phonography for the style in which many of these sentences are arranged, for he will understand the difficulties to be overcome; but for the information of the casual reader, unacquainted with the mysteries of the art, we will explain that these sentences are composed of a limited number of words, not exceeding two hundred, which are represented by signs, more or less arbitrary. This list of words is the key-note, as it were, to rapid reporting, and it is absolutely necessary that the student should learn to write them with the utmost facility before great speed can be attained. In order to make these sentences still more effective for the purpose, word-signs of similar form are put in contrast with each other whenever practicable, and the words they represent are made to appear in the sentences as often as possible. For instance, by referring to the fifth sentence it will be seen that the words *it* and *time*; *appears*, *principles*, *suppression*, and *oppression*, are expressed by signs similar in construction. There are several advantages to be derived from this arrangement, not the least of which is, that it gives the student confidence in his ability to read arbitrary signs, representing different words in the same sentence, with a readiness that could only be acquired by long practice. It also teaches him how to read quickly with the aid of the context,—and such aid is very necessary, for these signs do not give the reader the assistance that full phonetic outlines would give,—and shows him that the context can be relied upon in a great degree by a well-informed stenographer, especially if the matter reported was arranged with reference to any kind of grammatical construction. It is a good plan for the student to form sentences of this kind and lay them aside until he has forgotten their arrangement, and then try to translate them with the aid of the context and his memory of the word-signs.

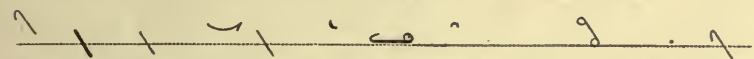
248. The student studying by himself should divide this list into lessons of about ten or fifteen sentences each; copy the lesson until thoroughly familiar with it; then require some one to dictate it daily until the rate of speed herein before suggested is reached. After the word-signs are memorized they should be written from dictation in review many times throughout the entire course.

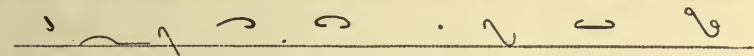


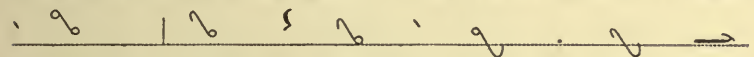
## LESSON XXVII.

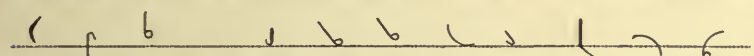
### WORD-SIGN SENTENCES.

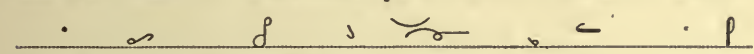
  
 (1) The people will comply with the wishes of the party in all things. (2) They

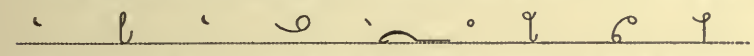
  
 appear to be happy in the hope of the glories beyond. (3) Experience and practice


  
 combined make practical men and women. (4) The operation called forth expressions

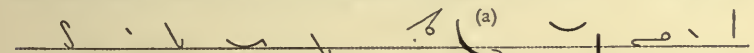
  
 of surprise. (5) It appears that the principles of suppression and oppression governed


  
 them at all times. (6) Do not oppose peace, for upon it depends our salvation.

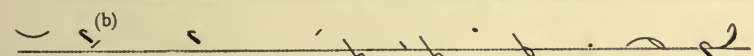
  
 (7) The surrounding circumstances point unmistakably to his guilt. (8) The study

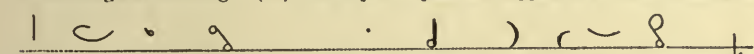
  
 of the Constitution of the United States of America is instructive as well as interesting.

  
 (9) The singular construction of the English language is wonderful. (10) Those who

  
 complain of poverty now hope to have riches of their own in due course of time.

  
 (11) They expressed their approval and great surprise at the plans and appliances used

  
 in building the building. (12) He hopes to pass the happiest and most pleasurable

  
 time in all of his experience. (13) The audience was held in suspense at the

dangerous position of the blind man, who was suspended above them. (14) This is a

matter which ought to have been considered, and which would have been had it not been

for our objections. (15) In his speech he spoke with special reference to the suspicion

which first caused their arrest and final suspension. (16) The subject on which I have

spoken has the approval of men experienced in such matters. (17) If you will submit

your proof to prove the facts you have alleged, the parties shall be punished if found

guilty. (18) The question at issue, and before us now, is not what may be done, but

what will be done by the different denominations during the session just called. (19) The

importance of the movement ought to be considered from the stand-point of improvement

which has already been made. (20) His constituents considered such action

inharmonious, and consider that he was very inconsiderate of their expressed wishes,

consequently they will not vote for him or sustain him on future occasions; they think,

in fact, that he ought to be retired to the quiet seclusion of his country home. (21) I am,

however, perfectly astonished to hear that they have applied for a separation; it surprises

me more the more I-think-of-it. (22) The *eye*, the organ through which we see; *aye*,

meaning yes, and-the word *high*, are all represented by-the same phonographic sign.

(23) <sup>(d)</sup> The inexperienced need not apply; only those who-have-been fully instructed

in-the English language, manners, and customs, are wanted. (24) In-our opinion the

owner must go to some-one else for-his information; some-other-one may tell him,

but we-will-not. (25) As-the spiritualists stood before-the audience, hand-in-hand, they

told of wonderful manifestations, and-of visions from-the spirit world that appeared to

them in spiritual form. (26) We-are completely worn out with-such hard labor, for

we-have performed all-this work with-our-own hands. (27) In-view of-the facts already

known, he expressed himself as-not at-all surprised that spiritualism should-be suppressed.

(28) We-will suppress them for-a while on-several accounts, but more particularly

in-consequence of-their opposition to-our immediate possession. (29) The counsel for

plaintiff complained that he-had-not had an opportunity to properly open-the case

on-the-part-of-his client. (30) The song she sang was described as being beautiful



beyond description; you-should-have heard it to appreciate it. (31) I-cannot account

for-the inscribed inscription, or tell why it-should-be set-off in-this peculiar way. (32)

In compliance with-our plans of-the evening before, we passed by-him at-his post and

found him still watching without thought-of danger. (33) She-is said to-be-the

possessor of-a violent temper; but on-this occasion she possessed herself with patience,

notwithstanding very great provocation to exhibit her passion. (34) Upon-his express-

ing-the express package we-are-of opinion that-the obligation he-was under was complied

with. (35) I-have-an option on twenty thousand-dollars' worth-of cloth, to-be delivered

by-the manufacturers at-once, or as-soon-as there-is a call for-it. (36) The strength of

each member, and-its construction, was set-forth to their entire satisfaction. (37) It-so

happened that-the complaint though approved, proved to-be quite defective. (38)

Should-you happen to-be up-our way at any time, call in and see us. (39) The plan,

upon completion, was perfection itself. (40) Their Christianity and spirituality cannot,

and ought-not to-be questioned. (41) I met-him at-the meeting where he-was to

speak; I-had, however, spoken to-him once before. (42) He described them particularly

and appeared proud of-the opportunity given him. (43) Last night the complete plant  
 was spirited away by some-one unknown; we-are suspicious of those men who loiter

around here during-the day. (44) He-was induced to go and hear the word of-the

Lord read for-the first time in his life; when all were requested to read together he  
 read with them. (45) We-may-go with-him to see the annual exhibition and we-may-

not, but only with-our mother's approval. (46) We-met yesterday; we-might meet  
 to-day, and we-may-not meet again until to-morrow morning. (47) I said *inexperience*,

and not *in-the-experience*; the word and-the phrase are expressed by-the same sign; an  
 experienced stenographer, or phonographer, can read it without difficulty; an in-experi-

enced one cannot. (48) My answer to that question is-that consistency consists in  
 being consistent in-all things whatsoever. (49) It-is of-the utmost importance that

young-men should-be surrounded by good influences; otherwise there-is great danger  
 of-their being easily influenced for-that which-is bad. (50) It-will-not-be approved as

planned, and it ought not to be for it is not what was ordered or expected, and it will not.

be accepted except some change is made in it. (51) We at length arrived at an inn,

which seemed to be in an out-of-the way locality, quite near a large and well built

city. (52) After the Insurance Company has adjusted our losses, it is probable that

we will not have more than ten out of twelve thousand dollars worth of goods left.

(53) It is my belief that if we combine the old combinations with the new ones given,

we will have more practical designs, the construction of which should be remembered

for future reference and use. (54) By degrees the nation began to grow again in

prosperity, and the spirit of liberty seemed to brood and spread over the whole land.

(55) Truth is as eternal as eternity itself; it is the doctrine of eternal life. (56) The

city contains a large number of stations, larger, perhaps, than any other city of the same

size, each one of which is numbered for convenience in remembering them. (57) I

remember very well when I went abroad; it was upon my return that I brought one

home with me from England. (58) Be not afraid to follow their instructions in con-

structing-the building; you-will-not, and cannot, then be held responsible for-its defects

in-construction. (59) My-client agreed with-me, and said that-the suit was settled in-a

manner satisfactory to-himself, although he admitted that-the damages awarded for

negligence were-not as large as-he expected. (60) At-the-first test the man was tossed

over-it with ease; at-the second he fell before-it. (61) He combined great skill with

great strength, and was also possessed of many virtues. (62) We-might have-had fruit

on several occasions before if-we had wished; we-have-it regularly, now that-it-is in

season. (63) My-client was acquitted, but their-client has-just-been convicted of murder

in-the second degree. (64) It-is-a significant fact that after he-was warned to keep away

from-their house, he still persisted in going in-there. (65) In-referring to your favor

in-reference to-the organic analysis of-the organism of-that delicate organ known as-the

human-heart, I-can only say that-it-has-been found to-be-the most complete in-its

organization of any organic structure that was ever organized. (66) We-were delighted

at-the darkness for-it darkened each object so we could easily be seen. (67) Some-one

has-said that-a similar amount, about-a million dollars, was consumed in-a movement  
 of-this kind before; but I-am-not-positive who it-was. (68) We-were-not aware that-the  
 circumstances whereof you speak were such as-to warrant his arrest. (69) In-consequence  
 of-their action consequential damages were assessed, and would have-been collected  
 had-not security been given for-the full amount. (70) The child, if left to itself,  
 which-will-it choose? The good or-the bad; the moral or-the immoral; the pure or-the  
 impure. To this there-is but one answer, mankind is naturally depraved, and without  
 the refining influences of Christianity its tendency is downward. (71) Upon-his accession  
 to power he yielded, and consented to-the acquisition of more territory, hence the  
 accusations made against-him by-his party. (72) Although a bold man, he-was-not  
 able-to hold his own single-handed and alone against so many. (73) He-is held in  
 high esteem and kind remembrance by-those brave men who stood at-his side during  
 those difficult and dangerous times. (74) The Committee, together with-the entire  
 company, were committed to-the care-of-the Mayor, who accompanied them to-his



country home, where they were carefully and skilfully entertained on a grand scale. (75)

He was appointed county clerk to the Board of Equalization of Taxes, as well as clerk to the State-Central Committee. (76)

It is purely accidental that you did not get hurt; you do not seem to realize that you had not a moment to lose. I know that I did not, and I do not care to witness such a narrow escape again. (77)

The engineer did not see you, and he did not blow his whistle for he had not time. (78)

If you take anything at all for your services take it now or let it go. (79)

If you undertake to overtake them, and succeed, you may partake of their hospitality. (80)

They undertook to retake the position they had lost; but they made a mistake, for the enemy compelled them to betake themselves to the woods. (81)

I apprehend that you will comprehend what the study of shorthand is before you can write at the rate of two hundred words a minute. (82)

There is a difference between angel and archangel, angelic and evangelic. (83)

Tell them they ought to have applied it externally, it is not for internal use. (84)

I will not tell it till it is told in school, or until it is told after school is out. (85)

In- country home, where they were carefully and skilfully entertained on a grand scale. (86)

He was appointed county clerk to the Board of Equalization of Taxes, as well as clerk to the State-Central Committee. (87)

It is purely accidental that you did not get hurt; you do not seem to realize that you had not a moment to lose. I know that I did not, and I do not care to witness such a narrow escape again. (88)

The engineer did not see you, and he did not blow his whistle for he had not time. (89)

If you take anything at all for your services take it now or let it go. (90)

consideration of-the gift, he-is said-to-have acted in-a considerate manner towards

those who gave-it to-him. (86) He has-had a very sad experience, which-would-be

interesting were-it told to-the audience; he owes his improved condition to-a beneficent and

divine providence. (87) Every business-man should advertise his business; the character,

or style, of-the advertisement is important, and-the methods of advertising now in use

are improvements over-the old fashioned ways; judicious advertising will always pay the

advertiser, if-the goods are as represented or advertised. (88) The advantages of

religious regeneration are apparent to-the commonest creature in-the world, as-well-as

to-the Christian. (89) Your creation is quite characteristic of-you, and shows great

natural skill; also that you-are well schooled in-the arts and sciences. (90) Who-ever

thought it-would-be followed, and found floating, after so-many days and weeks have

passed away. (91) Your valued favor is-at-hand, and your request will-be attended-to

immediately, by myself. (92) The largest and most accurate results will-not-be secured

by-such means. (93) The gift was-a significant one, and signified the esteem in-which

he-has long been held by-those who gave-it to-him; only those in-the secret understand

its significance or signification. (94) He-was astonished at-all that-he saw in-the

establishment; he-had seen one similar to this in arrangement, but somewhat smaller.

(95) He attended the-first session of congress, almost without cessation, after-the secession

of-the South, or Southern states. (96) This company holds all of-their things in

common, so each-one has-an equal interest in-all of-their securities, and in property

and real-estate of every-kind. (97) He-has had-it, but they-have-not had-it; he-would-

not have-had it had-it-not-been for-those who-have had-it. (98) This author is authorized

to write on theology and theological subjects, on-which he-is-an authority; whatever he



writes is considered authoritative. (99) The principles of religious liberty are to-be

found in-the Holy Scriptures, which-are the laws of God, who rules in-the Kingdom of

Heaven, and-who sent his Son, our Saviour, the Lord Jesus Christ, to redeem the world

and save all mankind. (100) By direction of-the court the jury returned a verdict

for-the plaintiff, to-which the learned counsel for-the defendant objected.

(a) *N*-hook added to express *own*. (b) *Ing-the* tick; this tick may be shaded to express *ing-thr*. (c) The lengthened hook on curves to express *have*, may, when convenient, be used to express *of* in phrase. (d) *Ing-ing* may be written in phrase for *English-language*. (e) Careful writers can use the *f*-*v*-hook on tick-signs to express *of*. (f) In sermon reporting, and where the word *life* occurs frequently, it may be conveniently expressed by the full-length stem *f*. (g) There is no objection to using *petoid-iss*, below the line, for *to-himself*. (h) *Jens'*, in law reporting, may be used as a contraction for negligence. (i) *In-the-second-degree* may be written in phrase, . (k) *Weh*, enlarged to add *were*; a hook may be written within the curve to add *not*, as  *we-were-not*.

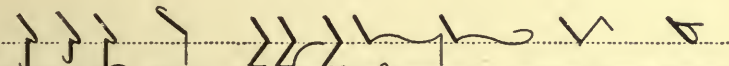
## LESSON XXVIII.

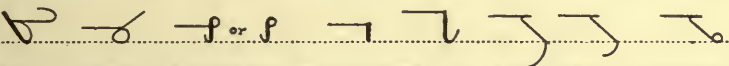
### LIST OF CONTRACTIONS AND WORD-FORMS.

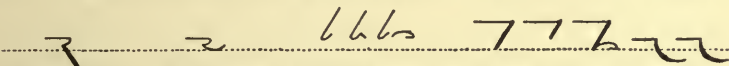
249. While this list of Contractions and Word-Forms is not intended to take the place of the Phonographic Dictionary, an unusually large number of contractions have been given. The interlinear arrangement is of great assistance in practicing them, and a further advantage is derived by the presentation of derivative forms. The hyphen indicates that the derivatives are represented by the same sign provided for the primitives, unless a second or third sign is placed above the derivatives. All words connected by hyphens are not, however, derivatives. It has been found convenient and economical of space, without detracting in the least from the advantages derived, to connect words of similar meaning, phrases, etc., in the same manner, consequently providing a much larger list of words than would be possible with any other arrangement, in the same space. For instance, take the word *secretary*; without repeating the word it is convenient to connect with a hyphen the words of *State*, (*the*) *Treasury*, (*the*) *Interior*, *War*; if the article is to be supplied in a particular case, or the plural form, the student's general intelligence will enable him to decide upon the proper outline.

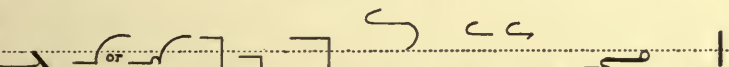
250. This list should be practiced in the same way as the word-signs. The student can improvise short sentences, similar to the *Word-Sign Sentences*, and write them from dictation. When not convenient to write the signs, the habit of reading them over frequently is a good one.

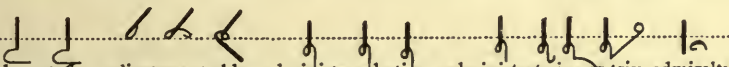
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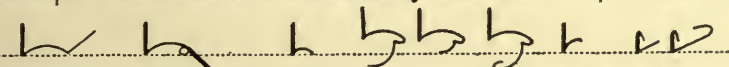
1   
abandon-ed-ment ability abject-ly-ness abominate-ion abrupt-ly-ness abstract-

2   
ed-ion accessory accident-al-ly accommodate-d-ion accomplish-ed accomplice

3   
accountable-ility accountant achieve-d-ment acknowledge-d-ment active-ity

4   
actionable actual-ly actuated acute acquiesce acquit-ted Act-of-Congress add

5   
adequat-ly adjust-ment-able administer-ed-ation administrate-ive-or-trix admiralty

6   
admire-able-y admissible-y admit-ted-ance admonish-ed-tion adult adulterate-d-ion



- 7    
 adultery-er advantageous-ly adversity advert-ed advise-able advocate-ed
- 8    
 aesthetical affection-ate-ly affidavit affiant affirmative afflict-ed afford-ed
- 9    
 aforesaid afternoon after-thought after-wards aggrandize-ment aggregate-d-ion
- 10    
 agriculture-al-ist ailment Alabama alarmed alcohol-ic alike aliment
- 11    
 alleviate-ion allege-d-ation almighty almost also alteration alternative although
- 12    
 altogether always amalgamate-d-ion ambiguous-ly-uity ambition-us-ly
- 13 <sup>or</sup>    
 amendment America amanuensis anguish anniversary announce-d-ment
- 14    
 annoyance anonymous antagonize-d-ist-sm antecedent-s anticipate-d-ion
- 15    
 anxiety anxious-ly anyhow any-way anything anybody apostle-~~cheat~~
- 16    
 a-priori appoint-ed-ment appreciate-d-ion apprehension-sive approximate-d-ion
- 17    
 appurtenant-ces apropos arbitrary-ily arbitrate-ion Archbishop Archdeacon
- 18    
 architect-ure-al argue-ment-ative aristocracy-tic artificial-ly arrange-d-ment

- 19 arraign-ed-ment ascribe-d assemble-d-y-age assign-ed-ee-or assimilate-d-ion
- 20 associate-d-ion assort-ed-ment astronomy-ical assume-d-ption assumpsit attach-
- 21 ed-ment attainment attest-ed-ation atone-d-ment auditor authentic-ally-ticity
- 22 avenue average.

## B

- 1 baggage-master balance-d-sheet ballot-box bank-er-rupt-cy bank-bill-book-
- 2 note-stock Baptist-ized-ism beautiful-ly beforehand behalf behind-hand
- 3 benefactor beneficial-ly-ary benevolent-ce-ly benignity-nant bequest bequeath-ed
- 4 bed-chamber-clothes-room-time benignant Bethlehem better-not-than bewilder-ed
- 5 or bill-of-sale biography-ic-al birthday-place-right boarding-house-school board-of-
- 6 trade boldness bond-and-mortgage bondsmen-man bookstore bounty-ful-ness
- 7 broken-hearted brutality burdensome business-like busy-body by-way-of-
- 8 illustrating-ion.

C

1 cabinet calculate-d-able California campaign capable-ility capacity capital-

2 ist-stock capitalize-ation captain captive-ity casualty Catholic-cism certain-

3 ly-ty certify-ied-icate challenge chapter chaplain charter charity-able-y-ness

4 charlatan-ism chattel-mortgage children-of-God Christian-religion Christianize-d

5 Christendom Church-of-Christ Church-of-God circuit-court circulate-d-ion

6 circumference co-equal-ly collateral collect-on-delivery (C. O. D.); commandment

7 commercial common-council-law-sense-wealth commission-ed-er communicate-d

8 ion comparative-ly compassion-ate-ly complicate-d-ion comprehension-sive

9 condemnation confidential-ly conform-able-ation congratulate congregation-tion

10 conjecture-d-al connect-ed Connecticut conscience-tious-ly-ness conscious-ly-

11 ness consecutive-ly conservative-ism constable Constitution-of-the-U.-S.

12 consumption contaminate-d-ion contemplate-d-ion contingent-cy continue-d

13   
ance-ally-ation contradict-ory controvert-sy co-operate-d-tion correspond-

14   
ed-ent corresponding-secretary councilman counsel-cil counteract-ed

15   
credit-able criminal-ate-ed-ation criticise-d-cism cross-examine-d-ation-question

16   
cruelty culpable-ility cultivate-d-tion curiosity curious-ly cursory custom-

17   
er-ary-house.

## D

1   
damnation daughter day-or-two debility decease-d declare-d December

2   
dedicate-d deduct-ed definition deform-ed-ity deity deliberate-d-tion democrat

3   
ic-cy demoralize-ation demonstrate-d-tion denounce depart-ed-ment depend-ent-ce

4   
deponent deprecate-d-ion depreciate-d-ion derange-d-ment derive-d-ative

5   
desideratum desperate-tion develope-d-ment devised diameter-ric-al-ly dignify-

6   
ied-ty diligent diplomat-ic-cy disadvantage-s-ous discriminate-d-tion disagree-d

7   
ment disappear-ed-ance discharge-d dishonor-ed disqualify-ed-cation distinct-ly

8   
 tion distinguish-ed-able disappoint-ed-ment disbelief-ve-d discontinue-d-ance

9   
 disconnect-ed discover-ed-y discrepancy disfranchise-d dislike-d disobedience-ent

10   
 disorganized-er-ation disinterested-ly-ness disparage-ment dispensation display-ed

11   
 displeasure dissatisfy-ied-action-tory dissolute dissolution distinctive-ly-ness

12   
 distribute-d-tion District-of-Columbia diversity divine-being document-ary

13   
 domestic-ate-ed doubt-ed-er-less-ful downcast-fall-hearted-right-stairs-trodden-ward

14   
 drygoods-store drugstore duty-ful dwell-ing-house-place dyspepsia-tic

## E

1   
 earnest-ly East-and-West East-Indies eccentric-ity ecclesiastical economy-ical-ic

2   
 editor-ial-ly educate-d-tion efficacious-ly efficient-ly-cy effort elaborate elect

3   
 electric-ity-ical element elevate-d-ation eloquence embezzle emigrate-d-ion

4   
 eminent emperor emphatic-al-y Empire-City Empire-State enable-d enclosure

5   
 endeavor-ed endless energy engage English-language enjoy enlarge-d-ment



6 enormous-ity enquire-y enroll-ed entertain-ed-ment enthusiast-ic-al-ism envelop-ed

7 Episcopal-ian-cy-church epistle error erroneous escheat especial-ly

8 essential-ly estate esteem-ed estimate-d et cetera eternal-life eulogy Europe-an

9 evade eventual-ly everybody everything everlasting-life ever-and-ever ever-more

10 evidence evident exaggerate-d-tion example exemplify-ied exemplification

11 excellent-ce exchange exchequer exception-able exclude-d-sion executor-rix

12 expend-iture express-company exterminate-ed-ion extinguish-ed extraordinary-ily

13 extravagant-ce extract-ed extreme-ity extricate-ed eye-sight.

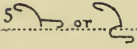


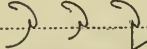
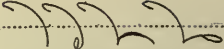
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

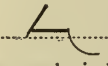
1 failure faintest faithful-ly-ness falsehood falsified-cation falsity fatal-ity family

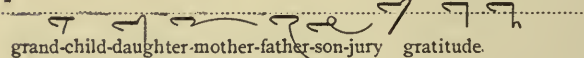


2 familiar-ize February fellow-citizens female fertile fidelity final-ly finance-ial

3 forge-d-er-y first-class foreign-er forever foretell foretold forgive-n for-instance








4 formal-ity former-ly forthwith fortune-ate-ly for-the-most-part for-the-sake-of




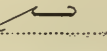

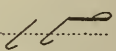
5  or     furthest.

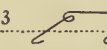

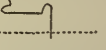
**G**  
1      Georgia gradual-ly

2   or 

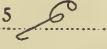


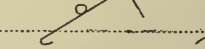

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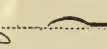
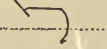
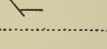


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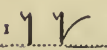

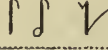
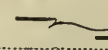
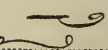

2      

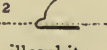
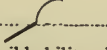

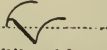
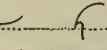


3    

4       or 

5     

6      

**I**  
1      

2       

3

illustrate-d-ion imbecil-ity immaterial immature immigrate-d-ion imminent

4

immoderate immodest-ly immoral-ity immortal-ity-ize inmutable impassioned-ate

5

impartial-ly impatient-ly impel-led imperceptible-y imperfect-ly-ion impetus

6

impious-ly implacable-ility impenetrable-y-ility imperative impolitic impracticable-y

7

ility imprisonment impregnable-y-ility improbable-y-ility improper-ly-riety

8

improvidence-t-ly, inability inaccuracy-te in-accordance in-as-much inauspicious-ly

9

incessant-ly (incite in-the-sight) incline-ation-d incidental-ly incivility income-

10

petent-plete incombustible-ility incompatible-ity inconsiderable inconsistent-ly

11

inconstant incredible-ility incredulity indebted indeed indefatigable indefinite-ly

12






indemnify-ied-t-ication indenture independent-ce-ly indescribable-y Indiana


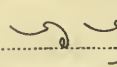




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


indicate-d-ion, indict-ed indifference-ent-ly indigestible indignity-ant-ly-ion




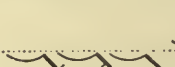

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



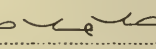
indiscretion indiscriminate-ly indispensable-y indisposition indissoluble-y






15       
indistinct-ly-ness individual-ly-ity indulge-d-ence-ently industry-ious inevitable-y

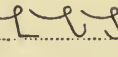
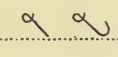
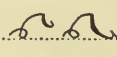
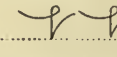
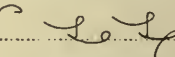
16        
inefficient-cy-ly inference-tial inferior-ity infer-red infidel-ity infinite-y






17        
infinitesimal-ly infinitude infirm-ity influential inform-ed-ant informal-ly-ity

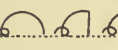
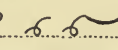

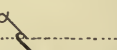


18       
infringe-d-ment ingenious ingenuous inhabit-ed-able-ant inherent-ly-heritance-ed






19        
injured-y innocence-t in-order-to-that inquire-y-ed inquest inquisition-itor







20       
in-regard-to in-reply-to in-relation-to in-response-to insignificance-y-cant-ly







21       
inspection-tor inspire-d-rat-ion insolvent-cy install-ed-ment instantaneous-ly

22       
instead instinctive-ly insufficient-ly-cy institute-d-ion instrument-mental-ity

23        
insular-late-tion insult-ed-ing insuperable inseparable insupportable-y insurrection

24       
integrity intellect-nal-ly intelligence-ent-ly intelligible-y-ility intemperance-ate-ly

25        
intend-ed-ion intercession interchange-able-y intercourse interest-ed-ing inter-

26        
mediate-ly intermit-tent interrogate-d-ion-at-ory interrupt-ed intersect interstate

27   
 intestate intimate-d-ion intimacy intimidate-d-ion into unto intolerable-y

28   
 intoxicate-d-ion intrepid-ity intrinsic-al-ly introduce-d-tion-tory intuitive-ly-tion

29   
 invalid-ity invent-ed-or-tion investigate-d-ion investment involve-d Iowa

30   
 irrational-ly irreconcilable-y irregular-ity-ly irresistible-y irreparable-y irre-

31   
 proachable irresponsible-ly irresponsible-y-ility irreverence-ent-ly irrevocable-y.

## J

1   
 January June jeopardy-ize-d Jesus-Christ Jesus-of-Nazareth joint-committee-stock

2   
 judgment judicature-ory judicial-ly-ary judicious-ly Justice-of-the-Peace just-had

3   
 jurisprudence juryman justice-of-God justify-able-fied-cation juvenile juxtaposition.

## K

1   
 Kansas Kentucky kindhearted kindergarten Kingdom-of-Christ-God-Heaven

2   
 knowledge.

## L

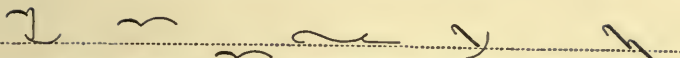
1   
 labored ladies-and-gentlemen lament-ed landlord last-week latest lately laws-of-health-

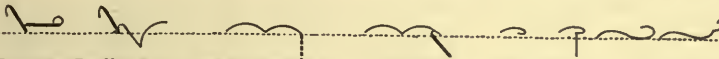


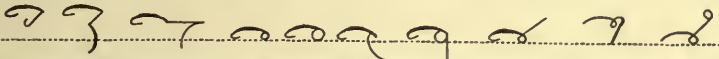
2						
3						
4						
5						
6						
7						
8						

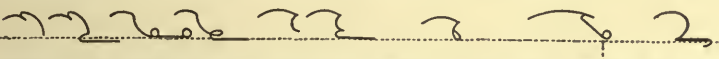
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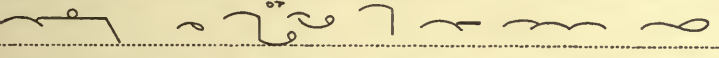
1						
2						
3						
4						
5						

6   
 Mediterranean medium madam melancholy membership Member-of-the-Bar

7   
 Congress-Parliament memorandum-a memorable mental-ly-ity mention-ed


8   
 merchant-dise mercantile mercy-ies-iful mercy-seat mercenary messenger Messrs.


9   
 metaphor-ical metaphysics-ical method-ical Methodist-ism metropolis-itan Michigan


10   
 microscope-ical mightest mightiness mighty ungrate minimum minister-ed-try

11   
 Minister-of-the-Gospel minority ministerial ministration Minnesota miracle-s

12   
 ulous misdemeanor misfortune misrepresent-ed-ation mistake-n-took misses


13   
 missionary Mississippi Missouri misinformed mitigate-d modified-cation






14   
 modest-ly moral-ly-ity mortal-ity mortgage-d-ee-or mortify-ication more-or-less







15   
 most-important-likely most-of-the-time multiply-ied-ication-tude munificent-ce-ly

16   
 mutability.





## N





1   
 narrate-d-ation-tive native-ity nature-al-ly naturalize-d-ist-ation national-ity







2       
 national-expenditure-reform navigate-d-or-ion necessary-ily necessary-consequences



3        
 necessity-ate-d needful-less negative-ly neglect-ed-ful negligent-ce-ly negotiate-ion

4       
 neighborhood neutral-ity-ize never-theless-it-is New-Hampshire-Jersey-Mexico-







5      
 Testament-York-City-State next-day-month-year-week nobody-else non-essential







6      
 non-performance North-America-Carolina north-east-ern-easterly northwest-ern-erly






7        
 northward-ly notwithstanding-its-ingthr. nothing November nowhere nuisance







8    
 numberless nourish-ed-ment.





o

1        
 obedient-ce obey-ed observe-d-ant-ce-ation obsolete obstruct-ed-ion obvious

2        
 occasion-ed-al-ly October occupy-ied-ation official-ly officious-ness-ly oftentimes

3       
 Ohio Old-and-New-Testaments omnipotent-ce omnipresent-ce omniscient-ce

4        
 on-acct-of one-of-the-most one-or-two origin-al-ly-ity ornament-ed-al-ly orthodox-y

5      
 orthography-ic-ally ostentatious-ly-tion other-wise overwhelm-ed-ing.

## P

1 paid painful-ly palace-car parallel-ed Parliament-ary-arian partial-ly-ity

2 participate-d-ant-ation partner-ship partook party-of-the-first-part-sec-part

3 passenger-car passion-ate-ly pastime pathology-ical-ist patience-t-ly patriot-ic-ism

4 patron-age-ize pattern peculiar-ity-ly peculiar-circumstances-of-the-case pecuniary-ily

5 penalty pencil penetrate-d-able-ation penitentiary Pennsylvania people-of-God

6 per-annum-cent perform-ed-s-ance perish-able permanent-ly-ce permit-ted-ission

7 pernicious-ly perpendicular-ly-ity perpetual-te-d-ation persecute-d-ion persevere

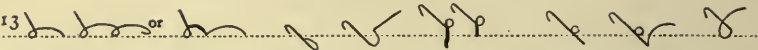

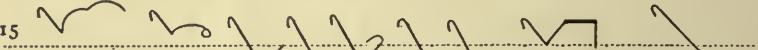
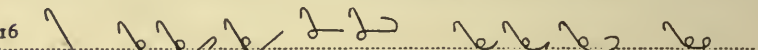

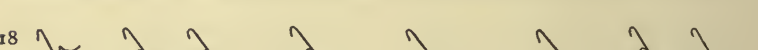

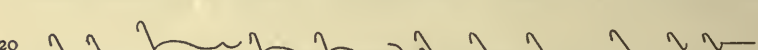
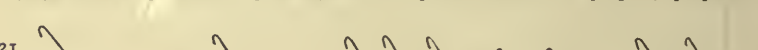
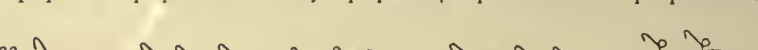
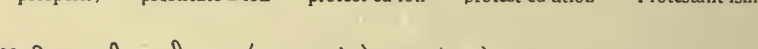
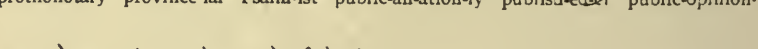
8 ance-d personal-ly-ity personal-estate-property-security-rights personification

9 persuade-d phenomena-non philology philosophy-ic-al-er phonetic-society,

10 phonographer-ic-y phonograph photograph-y-ic physical-ology-ically pickpocket

11 plural-ity point-of-fact-view police-court political-ly-economy popular-ly-ity

12 possessed-or-ive possible-y-ility posterity post-master-office-card-service-stamp

- 13    
 postmortem-examination practiced-titioner preceded precipitate-d-ion-ly precisely
- 14    
 precision predestinate-ion predominant-ce-ate-d pre-eminent prejudice-ial-ly-d
- 15    
 preliminary premise prepare-d-ation prepay-id-ment prerogative preponderance.
- 16    
 of-evidence presbyter-ian-y prescribe-d-ption present-ed-ation present-circum-
- 17    
 stances-of-the-case preserve-d-er-ation-ative preside-d Pres.-of-the-U.-S. presidential
- 18    
 prevent-ed prevalence-ent privilege-d probable-y-ility probation problem-atical
- 19    
 proclaim-ed-mation prodigal-ity product-ion-ive proficient-ce-y prohibit-ed-ion
- 20    
 project-ed-ion prominent promulgate-d-ion pronounce-d-ation property prophet-ic
- 21    
 propitious proportion-al-ed-ate-ly propose-d-al prosecute-d-ion prospect-ed-ive
- 22    
 prosperity prostitute-d-ion protect-ed-ion protest-ed-ation Protestant-ism
- 23    
 prothonotary province-ial Psalm-ist public-an-ation-ly publish-ed-er public-opinion-
- 24    
 spirit-ed-ness purpose-d-ly pursued.



Q

1

qualify-ied-cation quality quantity quarter-ed-master quick-en quiet quitclaim-ed

2

Queen-City qui-vive Quo-Warranto.

R

1

railroad-car-station railway rather-than ratify-ication (real-ly rely) realize-d-ation

2

reality-ity reiterated-d-ation relate-d-ation relative-ly release-d relevance reliance

3

reliable-ility relief-ve relinquish-ed-ment reluctant-ly-ce remit-ted-ance

4

remonstrate-d renounce-d renew-ed reorganize-d-ation repeal-ed repent-ed-ance

5

reprehensible-ility-ive represent-ed-ation-ative Republic-an-Party repute-d resemble-d

6

ance reserve-d-ation resolution respectable respective-ly respond-ed-ent-ence

7

response-ive responsible-ility restore-d-ation restrict-ed-ion. Resurrection-of-Christ

8

return-ed revenue reverence-d-ential rever-ed revolt-ed revolution-ary revolve-d-er

9

reward-ed Rhode-Island Right-Honorable-Reverend righteous-ness Roman-

10

Catholic-ism Romanism ruin-ed-ous runaway ruler rural.

## S

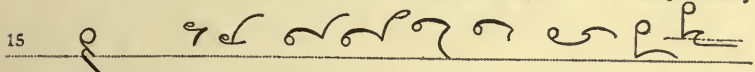
- 1 safer sample sanctify-ication sanction-ed sanctify-uary Saturday Saviour-of-the
- 2 world saying sceptic-al-cism schoolmaster scientific-ally scrutiny season-ed
- 3 Secretary-of-State-Treasury-Interior-War sectarian-ism secular sedentary seging
- 4 sensual-ity sentence sentiment-alism September serious-ly shorthand short-
- 5 sighted-ness sober-mindedness social-ism sojourn-ed solvent-cy something
- 6 Son-of-God-Man South-America-Carolina-east-eastern-west-erly-ern Southern-er
- 7 specify-ic speculate-d-or-ation spendthrift sphere Spilit-of-Christ-God spiritual-
- 8 world spontaneous-ly stamp-ed statement statesman-en stationary-ery statistics
- 9 stenography-ic stereotyped strange-er stupendous subjection-ive subjugate-d-ation
- 10 subscribe-d-ption subsequent-ly substantial-ly-te-d substitute-d success-ful-ive-ion
- 11 succinct-ly succor suffer-ed-er sufficient-ly-ce suggest-ed-ion-ive-ly-ness suitable
- 12 summer-ary summon-ed Sunday-School superabundance superficial-ity Superior-

13 

Court supernatural superscription superstition-ous-ness supplication support-ed-

14 

able suppose-d-ition supreme-acy Supreme-Being-Court surreptitious-ly

15 

susceptible-ility swindled-er symbol-ize-d sympathy-etic-ally synonym system-atic-al.

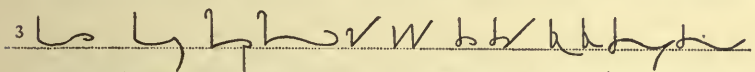
## T

1 

Tabernacle tangible-ility tantamount technical-ly-ity telegraph-ic-m temperament

2 

temperance-ate-society temperature temporal-ity tempt-ed-ation tenable tendency

3 

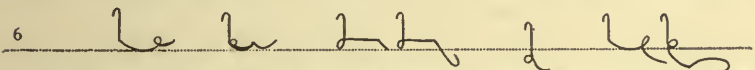
tenement Tennessee terminate-ion territory testament-ary testify-ied-monial-mony

4 

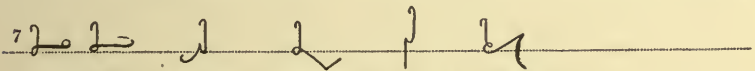
Texas Thanksgiving thenceforward theology-ical theoretical-ly thermometer

5 

timid-ity tolerant-ce-ation-e-d to-morrow torpid-ity township to-wit trans-

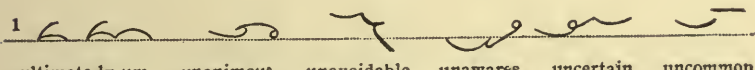
6 

atlantic transcend-ed-ent-al-ism transcript-ion transfer-red transform-ed-ation

7 

transgress-ion transient-ly transparent trinity trustworthy.

## U

1 

ultimate-ly-um unanimous unavoidable unawares uncertain uncommon

2

3

4

5

6

7

8

9

## V

1

2

3

4

W

1 wait-ed-er walk-ed wander-er warehouse-ed warm-ed warned war-rior

2 Washington wayward we-may-be-able-to Wednesday West-Indies-Virginia

3 whatsoever whenever whensoever whereby-fore wheresoever willing-ly Wiscotisin

4 wisdom-of-God wisest withdraw withstand-stood Word-of-God words-of-my-text-

5 our-text working-classes-man-men.

Y

1 or yardstick yesterday yearly your-favor-statement yours-truly-respectfully.



## LESSON XXIX.

### SIMPLE PHRASES—JOINED A, AN, AND.

251. Write each of the following phrases twenty-five times. At least half an hour each day should be devoted to this practice. Combinations that are unusually difficult to form should be written a hundred times, if necessary. Copy the phrases slowly at first, or until they are well in mind, then execute them as rapidly as you can and make neat outlines. Review them from time to time.

1 in-a-(an) for-a-(an) that-a-(an) when-a-(an) send-a-(an) was-a-(an) into can it-is does  
 2 just. against this-is of all to or already but before on ought should  
 3 who is as and-that and-for and-generally do-you where this this-is-a then-a  
 4 accordingly is as and-I-was and-he-was and-I-will and-he-will and-I-shall and-he-shall.

### JOINED HE, HIM, THE.

252. Initial *he* is always written downward; medially and finally, in phrase, it may be written upward.

253. There is no danger of any one of these three ticks clashing with each other. *Him* can be expressed by *the*-tick with perfect safety; it is here confined to phrase writing, but some stenographers use it, standing alone, written in the position of *he* or *on*.

1 he-did-not-had-not-was-not he-went-wont he-must-be he-might-will he-has-been-  
 has-not-been he-has-done he-can he-cannot he-would-have he-should-be-not-be  
 3 he-is-a-the he-has-a-the he-called-him he-comes-could-not when-he-was-would  
 4 for-he-was-would does-he thinks-he-can-would then-he as-long-as-he since-he-has

5   
 as-soon-as-he-could is-he-the has-he-the as-he-has-is he-sent-him-gave-him for-the  
 6   
 when-the accordingly-the whatever-the upon-the-him above-the-him where-the  
 7   
 which-the gave-the-him was-the can-the it-is-the this-is-the against-the-him  
 8   
 of-him all-the to-the-him or-the already-the but-he-him before-the-him on-the  
 9   
 ought-the should-the who-the-is-the is-the as-the.

## JOINED I.

254. *I* is one of the most frequently recurring words, and probably introduces more phrases than any other. In the words *item*, *idea*, *Isaac*, *eyes*, *highest*, and *highness*, the full form is generally used; but in all words where a convenient joining can be had, either the *downward* stroke of *I* (*petoid*), or the *upward* stroke (*retoid*), and *tetoid*, may be used. Some writers prefer to use the full form in all cases when *I* precedes the stems *s* or *z*; this is not at all necessary, as experience has demonstrated that *tetoid* can just as well be used, as *I-was*, *I-see-saw*, *I-say*; inverted *yuh* can then be phrased with these stems for *you-see-saw*, *you-say*. In the same manner *yuh* may be added to *d* for *you-do*, *you-had*, etc., (see lines 9 and 10, page 109).

255. *I* should not be *affixed* to a word, and it should never take the slant of *chetoïd* (*written downward*), which represents *he*.

256. If the above directions are carefully followed there will be no conflict between *he* and *I*. To still further aid the student on this point, a line of *I*-and *he*-phrases are here contrasted.

1   
 (I-had he-had) (I-said he-said) (I-can he-can) (I-could-not he-could-not) (I-am-not  
 2   
 he-may-not) (I-seem he-seems) I-have I-have-no I-have-not I-have-been

3 or or or or   
I-have-not-been I-have-done-said-seen-them I-have-known I-have-just I-have-taken

4 I-think I-think-it-is I-think-your-so I-think-  
I-shall-be-have I-shall-not-have-be I-think I-think-it-is I-think-your-so I-think-

5 I-must-be I-must-have I-will-not I-will-be  
that-you-are-will I-think-you-may-must I-must-be I-must-have I-will-not I-will-be

6 I-am-sure I-am-very-sure I-am-glad-  
I-will-not-be I-will-have-do I-will-try I-am-sure I-am-very-sure I-am-glad-

7 I-am-inclined I-do-not I-did-not I-had-not  
very-glad I-am-sorry-very-sorry I-am-inclined I-do-not I-did-not I-had-not

8 I-must-be I-must-have-not  
I-fear I-fear-you-are-will-have I-fear-you-will-be-may I-must-be I-must-have-not

9 I-understand:stood I-am-aware  
I-must-not-have I-must-not-be I-find-found I-understand:stood I-am-aware

10   
I-am-certain-that I-agree-believe-hear-remember.

## JOINED AS, HAS.

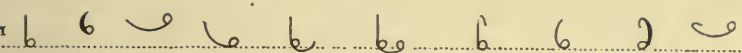
1   
has-been it-has-been has-done it-has-done as-for has-not as-well-as as-soon-as

2 or   
as-long-as as-has as-has-been as-good-as as-far-as or such-as such-as-has-been

3   
such-as-would such-as-can there-has-not-been it-has-not-been that-has-nothing

4   
nothing-has-been.

## JOINED IS, US.

1 


is-is that-is in-his for-his it-is-not it-is-not-his tell-his think-his there-is when-is

2 

this-is it-is-his of-his to-his all-his on-his should-his who-is is-not is-sent

3 

is-this is-then is-done is-said is-safe is-seen is-his is-such tell-us tell-us-his

4 

defend-us let-us save-us think-us take-us takes-us send-us love-us loves-us

## JOINED WE, YOU.

1 

we-have we-have-been we-have-no-known we-have-done we-have-said we-have-seen

2 

we-do-not we-think we-think-it we-think-so we-think-you we-think-that we-think-

3 

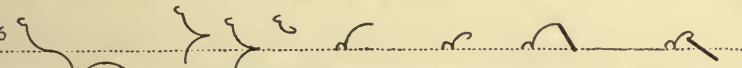
you-may we-think-you-will we-think-you-are we-think-you-must we-shall we-shall-be

4 

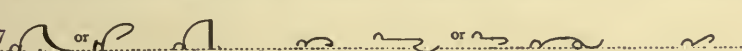
we-shall-have we-shall-not-have we-shall-not-be we-shall-not-think-you we-fear

5 

we-fear-you-are-not we-fear-you-will-not we-fear-you-will-be we-fear-you-must we-

6 

fear-you-must-be we-feel-fail-find you-will you-will-not you-will-be you-will-not-be

7 

you-will-have you-will-do you-may-not you-can-not you-must-not you-are-not

8

you-may-have-been you-must-be you-must-have-been you-must-not-be you-can-be

9

or  
you-cannot-be you-can-have you-cannot-have.

## DOUBLE AND TRIPLE LENGTH CURVES.

For explanation, see pages 75 and 76.

1

love-their-ing-their between-their sending-their save-their-ing-their when-there-

2

shall-be whenever-there-is-the for-their-is-not I-think-their-is I-am-sure-there-is

3

are-there-as-many receive-their serve-their sanction-their finish-their furnish-their

4

defend(er)-their surrender surrender-their render-account render-their-account

5

you-are-entirely have-the-matter enter-d-his-service it-matters-little wander-ed-about

6

longer-than-that younger-than if-there-is-anything-nothing-to-be if-there-be-not

7

it-is-rather it-was-therefore there-is-another-question-subject-point-of-view where-they-

8

are-there-are do-you-know-whether-there-is further-their-interests whether-there

9

are-means enter-their-protest feather-their-nests further-their-own when-their-own



10   
 know-their-own was-their-own however-their think-their is-their over-their  
 11   
 value-their wish-their.

### N-HOOK PHRASES.

257. The *N*-hook is used to express *one, own, than, not, in, un*. (See page 87, ¶ 218.)

1   
 her-own our-own your-own their-own have-their-own save-their-own either-one  
 2   
 every-one another-one some-one which-one each-one better-than further-than  
 3   
 more-than nearer-than other-than sooner-than rather-than quicker-than better-not  
 4   
 was-not will-not have-not but-not or-not ought-not in-some-way in-the-summer-  
 5   
 spring in-the-same-place-manner in-the-experience in-his-presence in-consideration  
 6   
 unseasonable in-some-cases-pursuits.


### R-HOOK PHRASES.


258. The *R*-hook is used to express *are, our, were*.

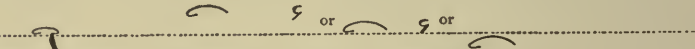
1   
 they-are-not which-are-were such-are-were at-our-own it-were in-our-own  
 2   
 in-our-opinion at-our-suggestion-request

## W-HOOK PHRASES.

259. The *W*-hook is used to express *we* and *with*.


1   
 we-will-not we-are-not we-may-not we-must-not we-are-in we-may-as-well-

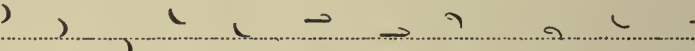
2   
 might-as-well we-mean-to-have-to-be we-might-not we-met we-meant-to-have-to-be


3   
 we-may-not-have with-me-iny with-him with-whom.

## HALF-LENGTH PHRASES.

260. *It* is frequently expressed by halving a final, (straight) consonant, or a word-sign.


1   
 take-it took-it fetch-it make-it preach-it write-it approach-it at-it had-it

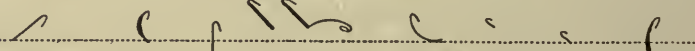
2   
 is-it was-it as-it of-it have-it give-it gave-it over-it from-it if-it wish-it

3   
 when-it think-it upon-it above-it.

## ALL, US, AND WILL PHRASES.

261 A final *s*-circle is used to express *us*; and *L*-hook to express *all* and *will*.

1   
 for-us leave-us loves-us of-us take-us send-us save-us think-us it-will

2   
 which-will they-will at-all by-all-means for-all of-all to-all with-all-their.

## OF, OF-THE.

262. *Of*, and *of-the*, may generally be omitted between words joined in phrase, or they may be implied by writing the words between which they occur closer than usual. Any words may be omitted which the context will supply.



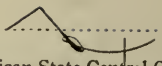
1				
	remarks-of-the-speaker	head-of-the-department	subject-of-the-speech	civilization-
2				
	of-the-people	speech-of-the-President	nature-of-the-case	statement-of-the-case
3				
	preponderance-of-evidence	words-of-my-text	how-long-have-you-known-him	where-
4				
	do-you-reside	what-is-your-name-occupation.		

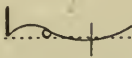



## INTERSECTED PHRASES.






263. It frequently happens that the reporter is called upon to write long titles of railway corporations, societies, etc., where the joining together of the entire name would be exceedingly awkward and inconvenient. In such cases the words *association*, *company*, *committee*, *department*, *party*, and *society* can be disjoined and written through the preceding outline, or in juxtaposition to it, when not convenient to strike it through. The consonant *k* being used in this work as a word-sign for *company*, in many cases it can be joined to the preceding stem more readily than it can be intersected, and when it is preceded by an *s*-circle the circle should be turned on the most convenient side of the stroke. The principle of intersection can be employed to great advantage in writing medical, and other technical terms; in such cases special forms must be improvised by the stenographer to meet the line of work in which he is engaged. Long titles can be divided and a part of a word, or an entire word, omitted, as in Muskingum Valley R. R. Co., given below.

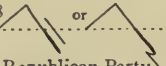

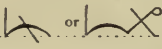



264. While intersected forms are generally more quickly executed, they are not *always* the briefest; but fully make up in legibility what they may lack in point of brevity. A few medical and law terms are given to show the advantages of this method of representation.





1					
	Bar-Association	Building-Asso.	Benevolent-Asso.	Protective-Asso.	Christian-Asso
2					
	Adams-Express-Co.	American-Express-Co.	U.-S.-Ex.-Co.	Amer.-Transportation-Co.	
3					
	Union-Ferry-Co.	Municipal-Gas-Co.	Manufacturing-Co.	Machine-Co.	Express-Co.
4					
	Penna.-R.-R.-Co.	Muskingum-Valley-R.-R.-Co.	The-Burnham, Smith-& Jordan-Co.		




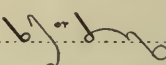


5     
Citizens'-Committee Committee-on-Ways-and-Means Republican-State-Central-Com.







6      
Democratic-State-Central-Com. Relief-Com. Executive-Com. Inquiry-Department


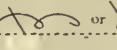




7       
Medical-Dept. Treasury-Dept. Post-office-Dept. Democratic-Party Labor-Party






8  or   or     
Republican-Party Temperance-Party Literary-Society Mutual-Aid-Society



9      
Temperance-Society Amer.-Tract-Society Home-Mission-Society Sec.-National-Bank

10        
C.-O.-D. acute-angle angle-of-elevation Bessemer-process coffer-dam connecting-rod

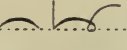
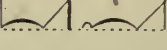
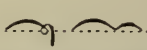

11        
coupling-bar-bolt-chain cubic-foot-inch abdominal-hernia angina-pectoris home-

12   or      
opathy-ic post-mortem-examination be-it-enacted interlocutory-decree judgment-

13       
creditor letters-of-administration show-cause subpoena-duces-tecum cum-grano-salis

14    
de-facto de-novo.

## EMB PHRASES.

1      
it-may-be-as-well-ready you-may-be-right-wrong may-be-considered-made there-may-

2 be-some which-may-be-likely they-may-be-certain-required we-may-be-able-to

3 we-may-be-considered-required-governed-greatly-charged-certain-quite-sure may-be-per-

4 fectly-reconciled-referred-true may-have-been-thr.-the he-may-have-been I-may-

5 have-been she-may-have-been that-may-have-been there-may-have-been such-may-

6 have-been you-may-have-been.

## WORDS IMPLIED BY NEARNESS OF WRITING.

day-to-day hour-to-hour time-to-time place-to-place street-to-street house-to-house

2 man-to-man hand-to-hand importance-of-the-subject wealth-of-the-nation hour-

3 of-the-day day-by-day step-by-step inch-by-inch day-after-day week-after-week

4 hour-after-hour year-after-year generation-after-generation.

## SIMILAR WORDS DISTINGUISHED BY POSITION AND OUTLINE.

265. In studying this list of words the student will find forms that are represented elsewhere by word-signs or contractions. The contractions should be used, unless the writer has ample speed and prefers fuller outlines.

1 apparition operation portion apportion administration demonstration administrate



- 2 demonstrate) (adopt adapt) (admonish diminish) (diminution dimension admonition)
- 3 (domination condemnation damnation) (defeat devote deviate) (daughter debtor)
- 4 (auditor-y editor doubter) (desolate-ion dissolute-ion) (defined definite) (petrify
- 5 petrify) (prohibition probation approbation) (opposite apposite) (copy keep) (collision
- 6 collusion) (element aliment) (extricate extract) (peaceable possible passable) (prompt
- 7 permit promote) (tempt attempt) (preach approach) (prominent preeminent
- 8 permanent) (prediction protection production predication) (device advice) (except
- 9 accept expiate) (feeling failing) (competition petition computation) (predict protect
- 10 predicate) (business baseness absence) (traction attraction) (prescribe proscribe)
- 11 (diamond demand adamant) (exalt exult) (immoderate moderate) (inmaterial
- 12 material) (eliminate illuminate) (science essence) (theistic atheistic) (region origin)
- 13 (fluent affluent) (irritation rotation) (imminent eminent) (inmature mature)

14 (unavoidable inevitable) (inviolable unavailable) (anonymous unanimous) (immoral

15 moral) (immortal mortal) (indicted indebted undated undoubted) (migration

16 emigration immigration) (effect affect) (fix affix) (apostle epistle postal)

17 (patient passionate compassionate) (impatient impassioned impassionate) (proportion-

18 ed-ate preparation appropriation) (pertain appertain) (prosecute persecute) (beatify

19 beautify) (abandoned abundant) (traitor trader territory) (attainable tenable)

20 (derision duration adoration) (cost caused coast) (corporal corporeal) (credence

21 accordance) (violation volition) (convulsion valuation) (deviation division devotion)

22 (physical fiscal) (spirit separate support) (altitude latitude) (eclipse collapse) (insult

23 insulate) (repression reparation) (unsecured unscrewed) (prosper perspire) (proffer

24 prefer) (train turn-torn) (rational irrational) (legal illegal) (culminate calumniate)


25 (logical illogical) (aspersion aspiration) (funeral funereal) (writer reader orator order)


- 26 (indicate-ion induct-ion) (interior anterior) (invasion innovation) (undefined indefinite)
- 27 (notional national) (anomalous nameless) (solitary salutary) (valuable available)
- 28 (violent valiant) (ingenious ingenuous) (poor pure puerile) (define defiance defense)
- 29 (oppressor pursuer peruser) (present personate) (situation station) (excrete execrate)
- 30 (excoriate) (extension extenuation) (permission promotion) (resolute irresolute)
- 31 (mission machine) (inissionary machinery) (labored elaborate) (garden guardian)
- 32 (animal anomaly) (learnt learned) (righteous riotous) (aberration abrasion) (patron)
- 33 (pattern) (pledge apology) (person parson) (ruined renewed) (broad bright) (resume)
- 34 (reassume) (Persia Prussia) (Mrs. Misses) (breath birth) (steady-study staid) (soft)
- 35 (swift) (sip sweep) (relevant irrelevant).

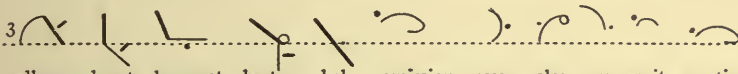
## VOCALIZED WORDS.

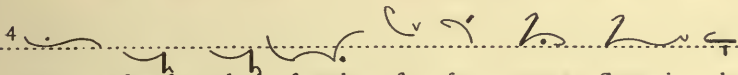
266. As a general rule foreign words and proper names should be vocalized; exception is made to this when the stenographer is very familiar with the subject-matter he is reporting, or when a word bears such relation to the preceding word that its meaning cannot be mistaken, as in the word *ultimo*, used in reference to date, as *25th ult.* Unfamiliar words or names should have at least one vowel inserted, usually the vowel

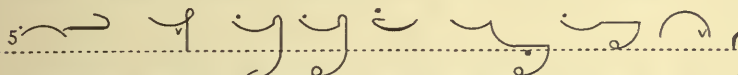
that is most suggestive of the word. In law reporting, where proper names occur frequently, they may be vocalized the first time, and after that the unvocalized outline will generally be sufficient. The stenographer should insist on obtaining the correct names of witnesses before the examination is proceeded with.

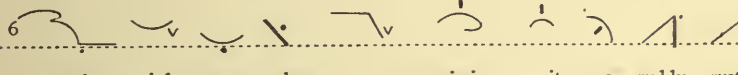
1   
apposition age aid axes army aright aimed afar attack a-priori assay

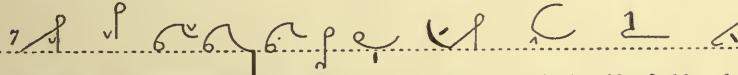
2   
city comma croquet depute edge echo re-echoed efface effuse effluent

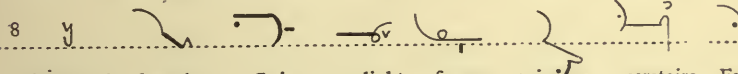
3   
elbow depot bouquet bestow baby emission essay else era emit emotion

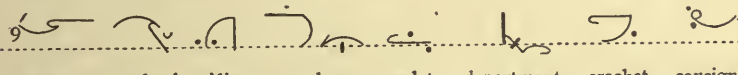
4   
enemy endowed ended formulae fly fro germane Germania glow

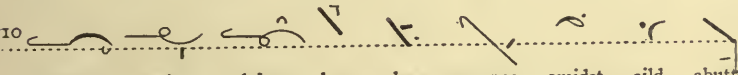
5   
immigration insight innutrition-ous inner inefficacious innoxious liar laid

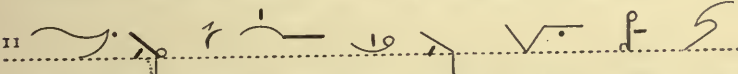
6   
monarchy nigh nay obey occupy omission omit ore ruddy rusty

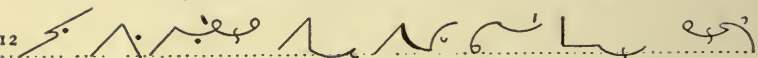
7   
roseate site sulphite-ide-ate suit snow voracity Illinois identical-ly hoe

8   
high-toned hereabout Guizo gas-light fiasco espionage escreteoire Erie

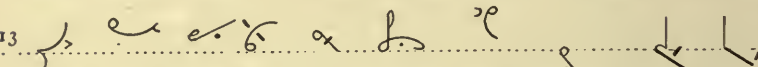
9   
encore employé élite ecce-homo eclat deportment crochet consignee

10   
Columbia cassino calcium buoy boa apropos amidst aild abutted


11   
minutiae obesity oiled omega onus opiate parquet pseudo rationale

12 


referee repay renaissance retinue reveille salon aid-de-camp sang-froid

13 


showiest sinew soiree solo sport statesmen swath swooped tableau taboo

14 

tête-à-tête theses tout-ensemble tragedienne trio troche ukase ultimo

15 

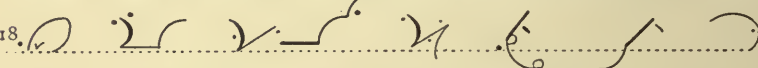
unguent Utah unique valenciennes vignette virtuoso via vicissitude Aaron

16 

Addison ad-libitum Asia Asiatic sine-die en-route en-suite Abraham Abram

17 

Absalom Agrippa Armenia Bethlehem Canaan Ecclesiastes Emanuel Elijah

18 

Elisha Ezekiel Ezra Galilee Israel Josephus Joshua Messiah

19 


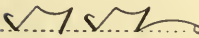










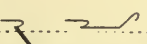





















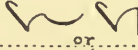






















Nebuchadnezzar Nehemiah.

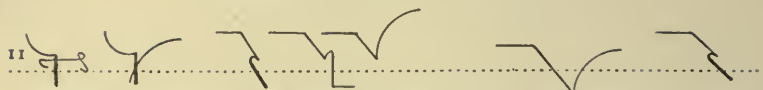
267. The few proper names given above will serve as examples for the student, and show him the difficulty of vocalizing quickly and correctly. A little practice now and then of this kind will show good results. Of course, as before observed, it is not necessary to vocalize names fully in reporting, but the student must gain facility in vocalizing or he will never be equal to every emergency that may arise. He may write nine pages of notes and not use a vowel, but the tenth page may be full of them, and forever blast his reputation as a reporter if he fails in stenographing it correctly. Isaac Pitman's "Phonetic Dictionary" contains a long list of proper names, and although his vowel scale varies somewhat from the Benn Pitman scale, still it is useful to the student as a book for reference.



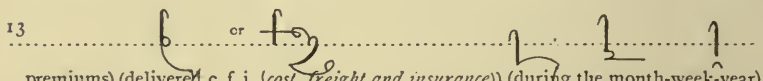
# LESSON XXX.

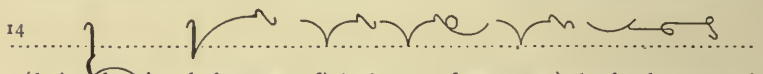
## COMMERCIAL PHRASES.

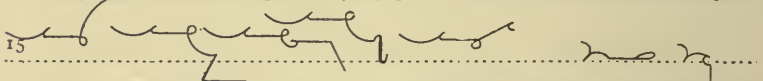
- 1     
 (able to adjust-matters) (able to arrange-matters) (according to agreement-his-my-their-
- 2         
 agreement) (according to contract-his-their-your-contract) (according to instructions-
- 3        or  
 my-their-your-instructions) (account book-current-sales) (acknowledge receipt of-your-
- 4       
 favor-letter) (a day or so-two) (adjust the matter) (a few days ago) (all charges
- 5     
 guaranteed) (account of overcharges) (annual premium dividends) (annuity for life)
- 6         
 (answering your favor-inquiry-communication-letter) (as per attached letter-cor-
- 7    or   
 respondence) (better rate) (bills payable-receivable) (bill of lading) (book account)
- 8         
 (by express-American-Adams-United - States) (by mail-rail-freight-water-boat) (by
- 9         
 return mail) (by way of) (cancel his-my-our-your-order) (claim for breakage-damage-
- 10         
 demurrage-loss-leakage-overcharge-rebate) (clerical error) (confidential communication-

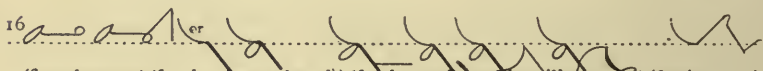
11   
correspondence-letter) (copy of bill-contract-letter) (copy of their letter) (copy of bill

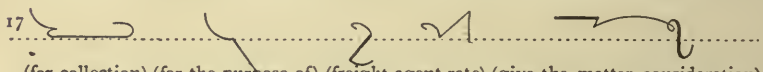
12   
attached) (consider the matter) (commuted commissions) (demurrage charges) (deferred


13   
premiums) (delivered c. f. i. (*cost, freight and insurance*)) (during the month-week-year)

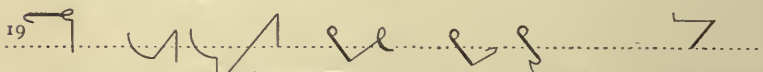
14   
(during that time-the-latter-part-of) (early part of-season-year) (enclosed correspond-

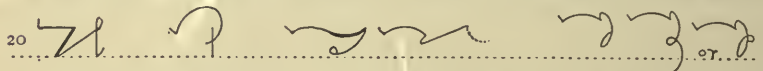
15   
ence-letter) (enclosed find check-copy-draft) (enclosed herewith) (estimated cost-weight)

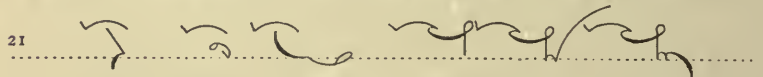
16   
(first-class-rate) (f. o. b. (*free on board*)) (f. o. b. cars-boat-ship-sailing-vessel) (foreign port)

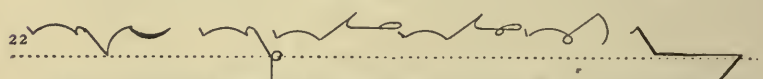
17   
(for collection) (for the purpose of) (freight agent-rate) (give the matter consideration)

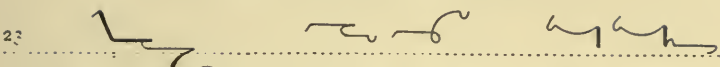
18   
(great advantage-extent-many-cases-times) (great majority of cases) (gross-receipts-


19   
weight) (half rate-tariff-rate) (has been received-referred-forwarded) (I acknowledge


20   
receipt of) (I also attach) (I am anxious-aware-of-fact) (I am authorized to say)

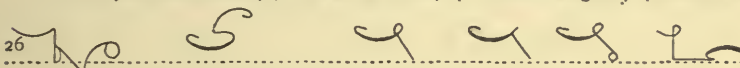
21   
(I am compelled-concerned-convinced) (I am in receipt of-your-letter-favor) (I am

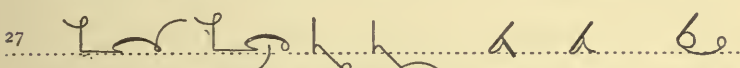
22   
perfectly willing-satisfied) (I am requested-to-say-sorry-to-say) (I beg to acknowledge)

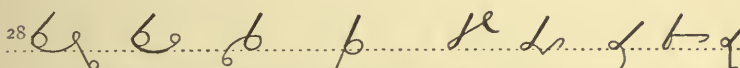
23   
 (I beg to call your attention) (I can quote you-sell-you) (I have no doubt you can)

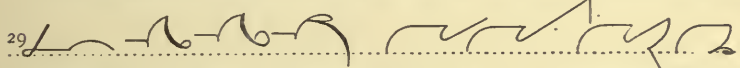
24   
 (I have no objections) (I hope to be able to) (in answer to your favor-letter) (in accord-


25   
 ance with your-instructions) (if we do not hear) (I confirm telegram) (incontestable


26   
 policies) (in relation to loan) (in respect) (in reply-response) (Inter-State

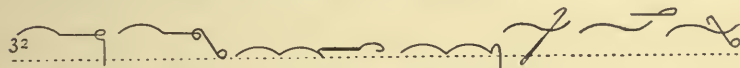
27   
 Commerce-law-Commission) (it appears-to-me) (just about-after) (just as soon


28   
 as-possible-as-long-as-as-well-as-as-much-as) (just received-returned-say-so-taken-decid-

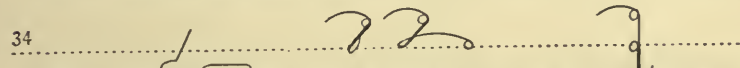
29   
 ed-came) (kindly advise-us-state-whether) (lake and rail-rate-shipments lake ship-

30   
 ments) (last order) (later than) (latter part of) (letter press) (let us know-whether)

31   
 (look about) (make us firm offer) (make arrangements) (maximum charge-cost-

32   
 weight-price) (memorandum of agreement-contract) (minimum charge-cost-price-

33   
 weight) (monthly report-pay-roll-statement) (more than-we-can-do) (much as we

34   
 desire) (much quicker than) (must adjust-matters) (must take into consideration)

35 (my answer-instructions-reason-letter-order) (net weight-earnings) (next time) (net pro-

36 (ceeds-income-premium) (not longer than) (obliged to make) (on account of-their)

37 (on and after that date) (on or before) (on all accounts) (original copy-correspondence-

38 letter) (our favor-company-letter-instructions-order-people) (owner's oath-risk)

39 (officially lapsed policies) (pay day-master-roll) (participating policies) (per annum-

40 cent-car-day-dozen-barrel-hundred-weight-pounds-thousand-week-month) (personal

41 acct-communication-expense-knowledge-letter-property) (please acknowledge-receipt-

42 of) (please advise-us-accept-thanks) (please ship-us) (please forward-wire) (prepay-

43 charges) (prepaid charges) (rate of freight) (railroad-agent-station railway-station)

44 (real estate-and personal-property) (referring to attached-letter-papers-memorandum-

45 correspondence) (referring to way bill) (right of way) (right away) (revised classifica-

46 tion) (reversionary dividends) (satisfy you-your) (satisfactory proof-of-death) (satisfied

47 (semi-annual premium) (Semi-Tontine Policy) (seems to-be-

48 (seller's option) (several days ago-months-weeks-years) (see his letter-my-

49 (shall be glad-pleased) (shipping clerk-receipt-order-directions) (short period-

50 (some way-or-other) (some time ago) (special rate-arrangement) (sight draft)

51 (standing order) (state of affairs) (sum and substance) (subject

52 (subject to immediate acceptance) (take advantage of)

53 (surrender value) (surplus over liabilities) (tariff rate)

54 (this shipment) (to be ordered-shipped) (Tontine assurance) (trust that

55 (understand that-you-their) (uniform rate) (unless you can) (until you

56 (until there is) (use to be) (use to have) (usually there is-there has-been)

57 (value their) (variety of causes-cases) (various causes-cases)

58 (very certain-of-it-about-it) (very certain there is) (very necessary-often)



59 (very respectfully-yours-truly-yours) (very sure) (we acknowledge-receipt-of-your-

60 favor-letter) (we always-are) (we are anxious-to-have) (we are in receipt of-your-

61 favor-instructions-letter) (we are always) (we are aware) (we are compelled-convinced-

62 constantly) (we are in communication) (we are pleased) (we respectfully call attention-

63 your-attention) (we beg to reply-to-say) (we can sell-cannot-sell) (we can ship you-

64 quote-you) (we enclose correspondence-copy-order) (we have an order) (we have been-

65 shipping-receiving) (whenever there is) (which is to be referred-was-referred) (will be-

66 found-received-considered) (wire reply-answer) (wire upon receipt of this) (we-

67 are under the necessity) (we hand you herewith) (we have drawn) (we have placed)

68 (you will please-ship-us) (your instructions-statement) (you are hereby-authorized-

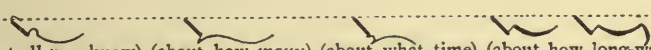
69 instructed) (your risk).


## LESSON XXXI.


### LAW FORMS AND PHRASES.

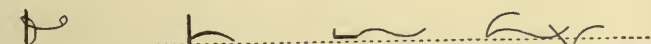
268 . To become thoroughly proficient as a law stenographer requires something more than mere short-hand ability. The person who can write one hundred and twenty-five words a minute and has some knowledge of law is better equipped for such work than he who can write two hundred words a minute but is lacking in that knowledge which is necessary to an intelligent use of his short-hand. Before attempting court reporting the beginner should familiarize himself with the common law forms and practice, either by study in a law office, or by a course of private reading. This should be supplemented by daily attendance in the court room, in order to become accustomed to the methods there in vogue and the nomenclature employed. Persistent practice of the law terms and phrases here given will greatly facilitate the learner's progress in verbatim note-taking. The phrases are given as models from which the writer can construct others specially adapted to the court in which he may practice. The methods of procedure differ in the courts of the different States, so the phrases that are peculiar to one may not be of service in another, but the general principles involved are the same.

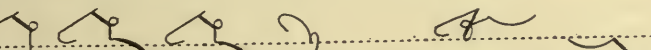
269. A word in regard to intersected forms: the student should not encumber himself with too many special signs or contractions, but rather learn to write *Phonetic* short-hand; but when such forms are used they should be well chosen. Intersected words, and properly arranged phrases, are, as a rule, always legible, and can be read, as a young law stenographer remarked, when he could read scarcely anything else on the page; they are the landmarks, as it were, that enable the stenographer to obtain his bearings.

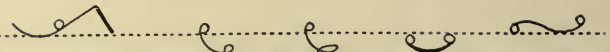
1   
(about all you know) (about how many) (about what time) (about how long-was-it)

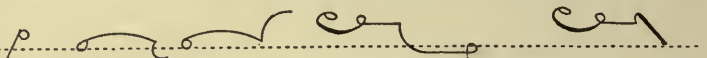
2   
(abstract of title) (action of ejectment) (Articles of Association) (arrest of judgment)

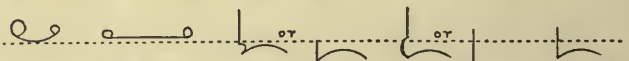
3   
(according to the evidence) (according to my recollection-your-recollection) (adminis-

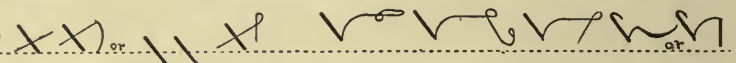
4   
trators and assigns) (Admiralty Court) (a good many) (*alimony pendente lite*) (are

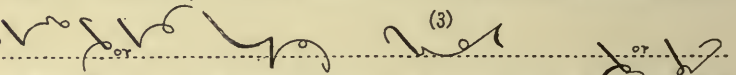
5   
you able to state-whether-or-not) (are you sure) (are you just as certain) (along about

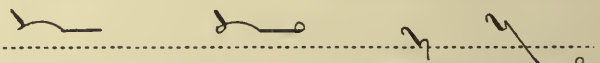
6   
 that time) (answer objected to) (as far as) (as fast as) (as long as) (as many as)

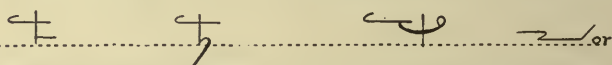
7   
 (as much as) (as a matter of fact-law) (as nearly as I can fix it) (as nearly as I can)


8   
 remember) (as soon as) (as quick as) (at what time) (at that time) (at the time)

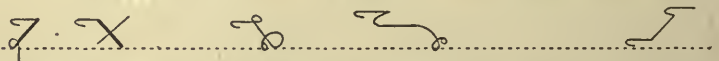
9   
 (bankrupt bankruptcy) (bankrupt estate) (bill of costs-exceptions-exchange-lading-  
 (3)


10   
 particulars-sale) (being duly sworn) (before you answer that) (to the best of your

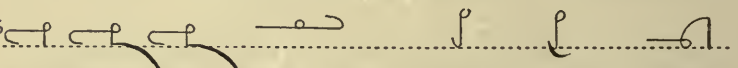
11   
 recollection) (bond and mortgage) (bonds and mortgages) (Board of Trade-Public-

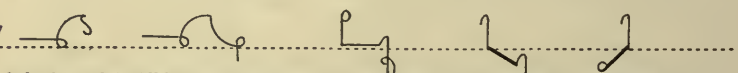
12   
 Works) (call attention-of-the-court-of-the-jury) (call your Honor's attention) (County

13   
 Court) (counter claim) (co-respondent) (Court-of Appeals-Common-Pleas-Chancery-  
 or

14   
 Justice-Bankruptcy) (Court of Special Sessions-Quarter-Sessions) (Court of Record)

15   
 (Criminal Court) (can you think of anything else) (can you recollect-remember) (can

16   
 you state-whether-or-not) (cause of action) (circumstantial evidence) (counsel for

17   
 defendant-plaintiff-for-the-State) (cestui que trusts) (contributory negligence) (con-

18 tributary negligence on the part of the plaintiff-defendant (cross examination)

19 decree nisi (deed of assignment) (defendant's counsel) (describe to the jury) (Deputy

20 Sheriff) (do you know the defendant-plaintiff) (do you live-recollect) (do you

21 recognize-remember) (do you mean to say) (did you understand) (did you go there)

22 (did you recognize) (do you know anything about) (documentary evidence) (do you

23 recollect-anything about this) (did you have any conversation) (did you ever see him-

24 there) (did you ever have any conversation with him-with-her) (did you see-say) (did

25 you ever see-say) (do you consider-swear-think) (do you think of anything else) (do

26 you ever) (do you know whether-or-not) (do you know whether thr.) (debenture)

27 (de bene esse) (denied and exception taken) (declined and exception taken) (declined

28 to accept as charged and exception taken) (dismissed with costs) (drawee) (ejectment)

29 (examination in chief) (ex parte) (equitable estate-interest-relief) (execution creditor)

30 (examine this paper) (exception taken) (evidence allowed and read) (entitled to)

31 (recover) (fault or negligence) (fee simple) (fiduciary-relation-ship) (fire assurance)

32 (fire insurance) (final specification) (foreclositre) (from your own knowledge) (gentle-

33 (men of the jury) (go on and state-to the-jury) (go on and state the circumstances)

34 (goods and chattels) (Grand Jury) (guilty of negligence-contributory-negligence)

35 (guilt or innocence) (heir at law) (heirs and assigns) (holder for value) (have you)

36 (anything further to state-say) (has there not been) (had he been-thr.) (how long have)

37 (you known-him-ber) (how do you know) (how many years ago) (how long was it)

38 (how many times) (how long ago) (how long have you lived-there) (how long have)

39 (you been-there) (house and lot) (household) (human being-life) (I am not able to)

40 (state-not positive-not certain) (I am of the same opinion) (I cannot think of any-

41 (thing else) (I cannot recollect-remember) (I can think of nothing more-else) (I could)



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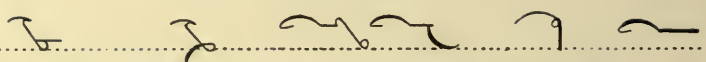
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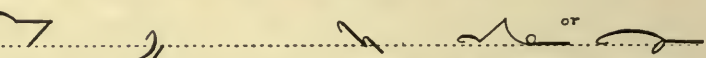
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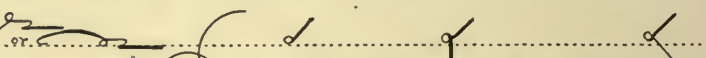
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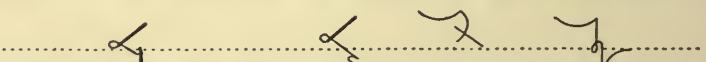
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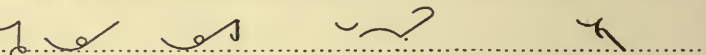
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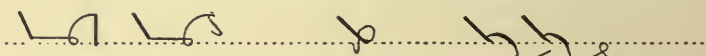
54   
 (may it please the Court-your Honor) (market price-value) (misdeemeanor) (mortgage)

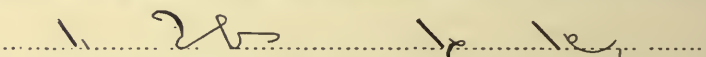
55   
 (mortgagee) (measure of damages) (member of the board) (murder in the first degree)


56   
 second degree-manslaughter) (negligence) (negligence of the defendant-plaintiff)

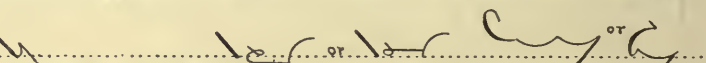
57   
 (negligence on the part of the defendant-plaintiff) (*Nisi Prius*) (notice of trial) (notice)


58   
 to quit) (no sir) (no sir, I did not) (not to my recollection) (not that I remember.)

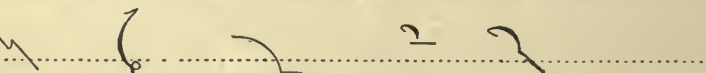
59   
 (objection by counsel for deft.-plff.) (objection sustained) (objection overruled-exception)


60   
 taken) (objected to; overruled-exception taken) (objected to as leading-incompetent)

61   
 and irrelevant) (objected to and waived) (objected to as immaterial) (objection by)

62   
 def't's counsel-plff's counsel) (objected to as a question of law) (of your own knowledge-

63   
 personal knowledge) (offered in evidence) (offers in evidence) (on the part of the

64   
 def't.-plff.) (on the other side) (order of court) (overt act) (over and above) (party of

65   
 the first part-second part) (patent agt.-office-specification) (Paymaster General)

66 (pendente lite) (personal estate-property) (petitioner) (Petty Jury) (plff's counsel-  
 or

67 (testimony-witness) (please state to the jury) (plaintiff cannot recover) (policy holder)

68 (policy of assurance-insurance) (power of attorney) (practitioner) (*prima facie*)

69 (privileged communication) (Probate-Court) (proponent) (prisoner (s) at the bar)

70 (principal evidence) (preponderance of evidence) (proof has been) (promissory note)

71 (prove to your satisfaction) (Quarter Sessions) (*quo warranto*) (question of fact-law)

72 (rate of interest) (rebutting evidence-testimony) (re-direct examination) (reasonable

73 (doubt) (reasonably worth) (real estate and personal property) (railroad crossing-track-

74 (station) (railway track-crossing-station) (reasonable and probable cause) (rents

75 (and profits) (reserve fund) (residuary legatee-estate) (respondent) (reversionary interest)

76 (replevin) (replication) (*res judicata*) (*res gesta*) (savings bank) (self defense)

77 (seized in fee) (separate maintenance-estate) (set aside) (show cause) (signed and sealed)

78 (simple contract) (special jury) (specific performance-of-the-contract) (state if there

79 is-has-been) (state how many-much) (state to the jury) (state when it was) (state

80 whether-or-not-there-are) (statute of frauds-limitation) (state of the case) (state

81 your name) (stay of execution) (stock in trade) (*subpœna duces tecum*) (Superior

82 Court-Supreme of-the-State of the U. S.) (take into consideration) (take it for granted)

83 (took it for granted) (tell how long) (tell the jury-truth) (tell us whether) (tenant for

84 life) (tenant in common) (testimony of the deft.-plff.) (testator) (testatrix) (time

85 immemorial) (that the deft.-in-this-case) (that the plff.-in-this-case) (that was) (that it

86 was) (that there was) (that is all there is of it) (this is an action-brought-by-the-plff.)

87 (their heirs and assigns) (the first thing-time) (there is evidence-no-evidence) (there

88 may have been) (title deeds) (truth of the case) (to whom was it) (to the best of-(my,

89 his, your, her,-recollection) (to recover of the deft.) (to your satisfaction) (trade

90 mark) (treasure trove) (under all the circumstances-of-the-case) (unless you are satisfied)

91 (unless the evidence satisfies you) (upon their own testimony) (U. S. bonds-Circuit

92 Court-Dist.-Court-Supreme-Court-Government) (up stairs) (valuable consideration)

93 (value of it) (value of the land) (validity of the patent) (voluntary association)

94 (venture to say) (verdict for the deft.-plff.) (verdict of the jury) (very well aware)

95 (*vice versa*) (was considered-delivered) (was it likely) (was it not for the purpose)

96 (was thr. anybody-else) (was thr. any one-else-there) (was anything said-or-done-there)

97 (was there no one-else-there) (was thr. nothing said) (we are prepared) (we are not

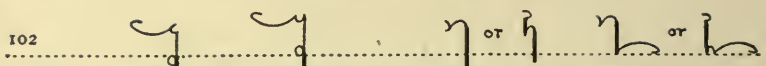
98 aware) (we are satisfied-that) (what answer did he) (what was done-said-and-done)

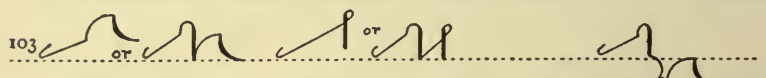
99 (what else was said-or-done-here) (what else was there) (what was the first thing-said)

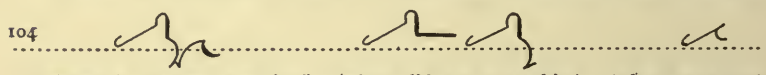
100 (what is it worth) (what time was it) (what were(you)doing-there) (what would be)

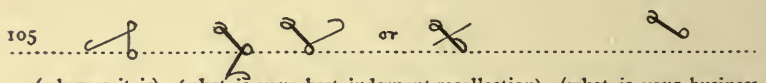
101 (what would you-consider) (whatever understanding) (when it is borne in mind)

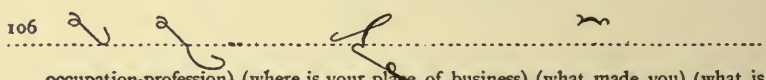


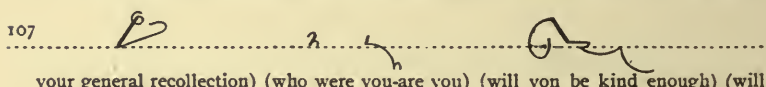
102   
 (when we take into consideration-you-take) (what did you do) (what do you mean)

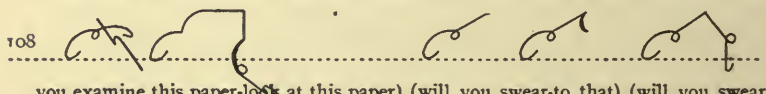
103   
 (where do you live) (where do you reside) (where do you say you live)

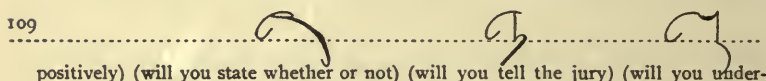
104   
 (where did you say you lived) (where did you go-see-him) (where were you)

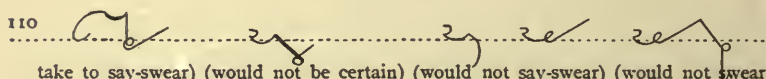
105   
 (whereas it is) (what is your best judgment-recollection) (what is your business-

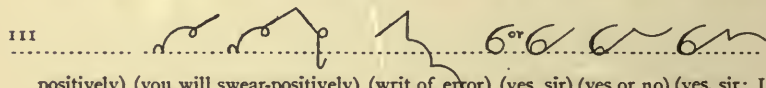
106   
 occupation-profession) (where is your place of business) (what made you) (what is

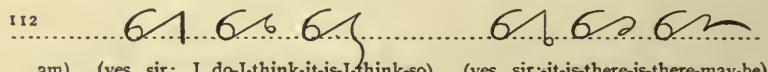
107   
 your general recollection) (who were you-are you) (will you be kind enough) (will

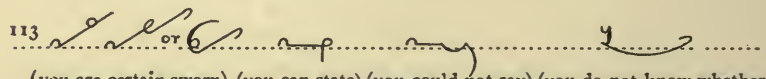
108   
 you examine this paper-look at this paper) (will you swear-to that) (will you swear

109   
 positively) (will you state whether or not) (will you tell the jury) (will you under-

110   
 take to say-swear) (would not be certain) (would not say-swear) (would not swear

111   
 positively) (you will swear-positively) (writ of error) (yes, sir) (yes or no) (yes, sir; I

112   
 am) (yes, sir; I do-I-think-it-is-I-think-so) (yes, sir;-it-is-there-is-there-may-be)

113   
 (you are certain-sworn) (you can state) (you could not say) (you do not know whether

114

or not) (you have told us) (you mean to say) (you were present) (your verdict-must-

115

be-for-the-defendant-plaig tiff) (you need not tell.)

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## LEGISLATIVE PHRASES.

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(U. S. SENATE.)






345. By permission of Mr. D. F. Murphy, Official Stenographer of the U. S. Senate, I am enabled to publish the following list of phrases, taken from his private note book. It is probably the largest and most complete list of the kind ever published in this country, embodying as it does the result of years of experience in Congressional reporting. The secret of rapid short-hand writing is thorough familiarity with the most frequently recurring words and phrases in the language, which can only be acquired by constant practice of the proper kind. Such practice this list is intended to provide. It will be found invaluable to the short-hand writer who contemplates engaging in legislative reporting, and to the type-writer operator whose work may lie in the same direction. Mr. Murphy says, "*I am opposed to phrasing except where the forms of the words naturally combine and the connection is obvious.*"—From Humphrey's Manual of Type-Writing, page 15.


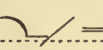

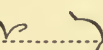

346. Apropos of the above, this list is of double advantage to the student, in that it shows to what extent phrasing may safely be carried. Perhaps no question has excited more discussion among stenographers than that of proper phrasing. The professional legislative and law reporter is probably a better judge of the extent to which it can be indulged in than any other class of short-hand writers; their occupation brings them face to face with an unusual variety of subjects, and puts to a most exhaustive test their ability as verbatim note takers. Under such a condition of things their short-hand must necessarily be equal to any emergency that may arise, and even these gentlemen are greatly influenced in their style of writing by the natural speed that they possess, or lack of natural speed; and some veritable short-hand cranks frown at the mere suggestion of connecting two words together. However, setting aside the peculiarities of the peculiar men in the profession, the consensus of opinion among the most skillful and progressive short-hand writers is as Mr. Murphy has expressed above. There is no doubt but that the judicious use of phrasing is of vast assistance in reaching a high degree of speed, and correspondingly increases the legibility of the writing. No ironclad rule can be formulated; each practitioner must exercise his best judgment. The amanuensis in the laboratory of a manufacturing chemist would not find the phrases used by the law stenographer particularly applicable to his business, and vice versa; neither could use in his chosen field of labor the phrase peculiar to the other. The list of phrases here given is more general in its application than any other possibly could be, and provides the very best material for practice that could be placed before the student, even though he may never engage in legislative reporting. By repeatedly writing it he will acquire manual dexterity in wielding the pen, and will lay a foundation on which to construct phrases suitable to whatever field of reporting he may elect to engage in.

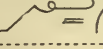
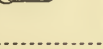
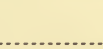

347. Mr. Murphy learned phonography when the art was in its infancy, and uses many forms that the rising generation of short-hand writers are not taught to use; but neither the professional stenographer, nor the student, can fail to observe the remarkable freedom of his outlines, which admit of rapidly executed and graceful forms, though many of them may seem to the short-hand writer of to-day unnecessarily long, in view of the more modern application of principles that tend to shorten, but in no wise impair the legibility of the phraseograph. That those who are curious to know how the chief

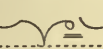

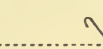
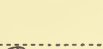
of the U. S. Senate corps of reporters transfers to his note-book the kaleidoscopic proceedings of our national legislative body, we have here given, first in order, the shorthand forms that he employs; while those following the marks of equality are the same forms arranged according to the latest method of the Pitmanic style of writing.

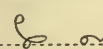

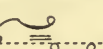
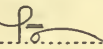

# A PHRASES.

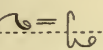
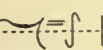
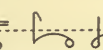


1  =  (able to make) (able to realize)  =  (ad valorem) (act of Congress)  (against it)

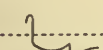
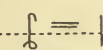
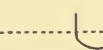
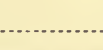
2  (alien enemy)  =  (all over the country) (all over the land)  =  (all over this country)


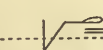


3  =  (alternate sections) (all that has been done)  (all that has been said)  (American citizen)



4  (anywhere else)  (all that my friend)  (appropriation bills)  (Army of the U. S.)

5  =  (as fast as) (as a matter of course)  =  (as long as) (as a matter of necessity)  (as shall be)

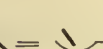


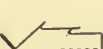

6  =  (at all events) (at length)  =  (at all times) (at some other time)  (at such time)

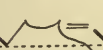
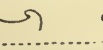
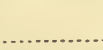
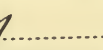
7  =  (attorney at law) (at the last session)  (at the next session)  (at the present session)

8  =  (at the present day) (at the request of)  (as shall be made)  (all such propositions)

9  (Attorney Gen. of the U. S.)  (at once)

# B PHRASES.

1  =  (be it enacted) (ballot box)  =  (banking facilities) (better calculated)  (be it resolved)

2  =  (better informed) (bill for the relief of)  (better judgment)  (bounty land warrant)

3 (British government) (Buenos Ayres) (but you would not) (by reason of)

4 (by said resolution) (bankrupt law) (bankrupt act).

## C PHRASES.

(can be raised) (can be reported) (cannot get) (Central Pacific R. R.)

2 (Circuit Court of the U. S.) (Citizens of the U. S.) (chief clerk) (Chief Justice)

3 (civilized world) (civil expenses) (Chief Magistrate) (civil power) (Civil Service)

4 Reform) (colored race) (commanding officer) (common sense)

5 (constitutional amendment) (contested election) (could not get) (Court of

6 Claims) (children's children) (*cestui que trusts*).

## D PHRASES.

1 (deficiency appropriation bill) (Democratic party) (deputy marshals)

2 (did you make) (direct tax) (disbursing agents) (disbursing clerks)

3 (disbursing officers) (disloyal persons) (distinguished chairman) (does not



4   
 come) (does not exist) (does not take place) (do you remember).

## E PHRASES.

1   
 (El Paso) (engineering department) (entering wedge) (every one) (extra member)

2   
 (extra session) (every part)

## F PHRASES.

1   
 (fair play) (fellow citizens) (foreign minister) (Federal authorities) (Federal)

2   
 constitution) (Federal government) (Federal officers) (final adjournment)

3   
 (final passage) (final vote) (for a long time) (for example) (for a moment) (for

4   
 instance) (for the support of) (for my own part) (for whom) (for other purposes)

5   
 (Freedmen's Bureau) (for the first time) (for that reason) (for their services)

6   
 (for the present purpose) (for purpose of) (for the purposes of) (for the relief of)

7   
 (for the same purpose) (for the simple reason) (free exercise) (free institutions)

8   
 (from time to time) (for the very purpose) (for long years) (for a very good reason).

## G PHRASES.

- 1 (good reason) (go through) (grand jury) (great number) (government officials)
- 2 (government officers) (Government of the U. S.) (Great Salt Lake)
- 3 (Gulf of Mexico) (gold and silver) (grant of land).

## H PHRASES.

- 1 (*Habeas Corpus*) (has not yet been) (have been taken) (have not examined)
- 2 (Heavenly Father) (hereinbefore referred) (how is it) (how little) (how long)
- 3 before) (Hudson's Bay) (human nature) (House of Representatives)
- 4 (how much soever) (has not only) (Her Majesty's Government) (hundreds
- 5 of thousands).

## I PHRASES.

- 1 (I am disposed) (I am inclined to think) (I am in favor) (I am informed)
- 2 (I am not aware) (I am not going) (I am not in favor) (I am not informed)
- 3 (I am opposed) (I am right) (I believe) (I am unwilling) (I am very happy)

4 (I am very sorry) (I am very well aware) (I am willing) (I am wrong)

5 (I ask that) (I am decidedly) (I cannot say) (I beg pardon) (I cannot speak)

6 (I cannot understand it) (I do not choose) (I do not deny) (I do not desire)

7 (I do not insist) (I do not know) (I do not wish) (if it was) (if possible) (if that is)

8 (not done) (if they are) (I feel) (I have also) (I have already alluded) (I have)

9 (already referred) (I have already said) (I have always been) (in such a position)

10 (I have always opposed) (I have a resolution) (I have been able to) (I have been)


11 (making) (I have been obliged) (I have been told) (I have just read)

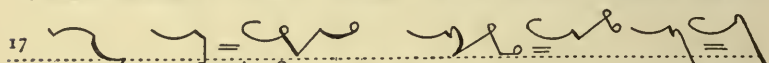
12 (I have just referred) (I have listened) (I have marked) (I have no desire)

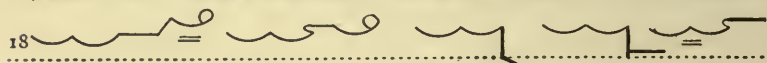
13 (I have no disposition) (I have no fault) (I have spoken) (I have suggested)


14 (I have the honor to be) (I have the honor to transmit) (I hope that will be done)


15 (will not be done) (it is unjust) (I know nothing about) (I may be mistaken)


16   
 (I may be permitted) (I may be wrong) (I may have seen) (I might mention)

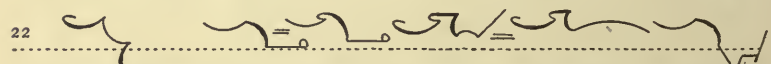
17   
 (I move that) (in all its bearings) (in all other respects) (in all probability)

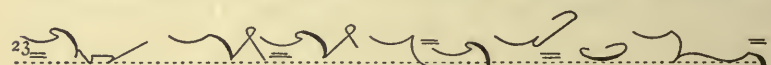
18   
 (in any court of the U. S.) (in any debate) (in any degree)

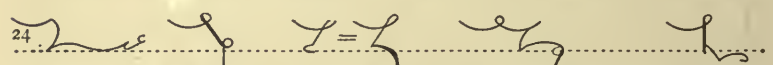
19   
 (in any event) (in any state) (in any other capacity) (in any other

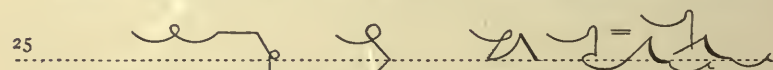
20   
 country) (in any other manner) (in any other way) (in any other state)

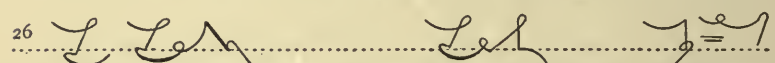
21   
 (it is not yet before) (in any state of the U. S.) (in conformity) (Indian affairs)

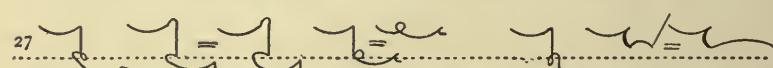
22   
 (in reference to this) (in every case) (in regard to that matter) (in every part


23   
 of the country) (in every respect) (in favor) (in relation to) (in so many

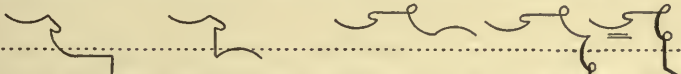
24   
 words) (in substance) (in such a way) (in his annual message) (in his depart-

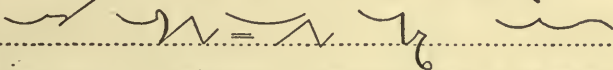
25   
 ment) (in his own capacity) (in his speech) (in such shape) (Internal Revenue)

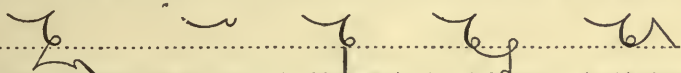
26   
 (in such manner as shall be provided) (in such manner as to restore) (in its nature)

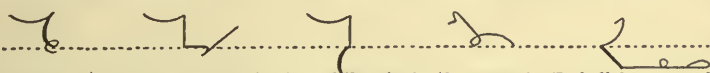
27   
 (in its application) (Internal tax) (in its own way) (in its terms) (in that matter)

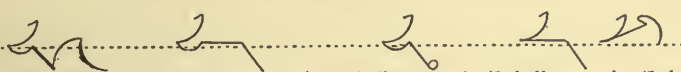
28   
 (in that respect) (in that shape) (in that way) (in my speech) (in order to have)

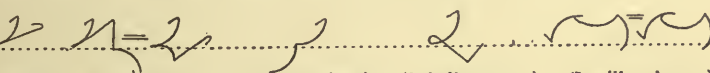
29   
 (in point of fact) (in point of time) (in the course of my) (in the course of this)

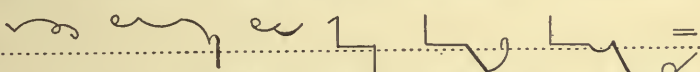
30   
 debate) (in the country) (in their report) (in addition to this) (in the name of)

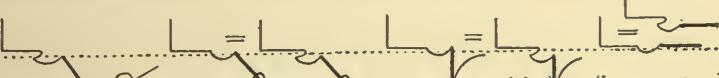
31   
 (in this chamber) (in the year) (in this debate) (in this instance) (in this shape)

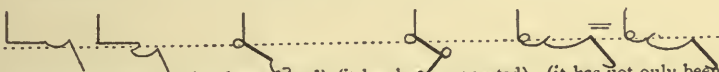
32   
 (in this way) (into the country) (into this union) (I presume) (I shall be excused)

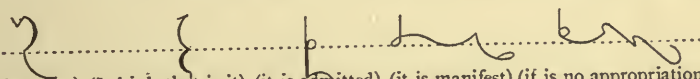
33   
 (I shall not believe) (I shall not occupy) (I shall not pass) (I shall occupy) (I shall

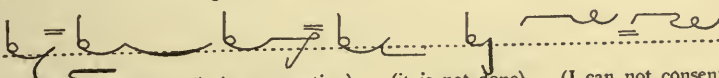
34   
 refer) (I shall return) (I shall show) (I shall support) (I will only say)

35   
 (I am concerned) (is not in order) (I take it) (it can be shown) (it can not be

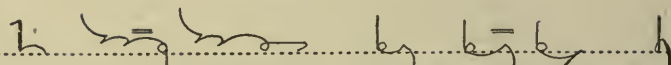
36   
 necessary) (it can not be stricken) (it can not delay) (it can not go)


37   
 (it can not pass) (it has been found) (it has been suggested) (it has not only been)


38   
 (I therefore) (I think that is it) (it is admitted) (it is manifest) (it is no appropriation)

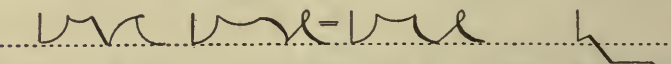
39   
 (it is no longer) (it is no question) (it is not done) (I can not consent)

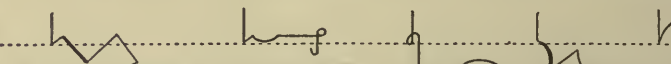



40   
 (I admit) (if I am not mistaken) (it is not so) (it is no use) (it is therefore)


41   
 (it may be true) (it may be maintained) (it must be remembered) (it may)


42   
 be referred) (it shall be received) (it shall be shown) (it shall have passed)

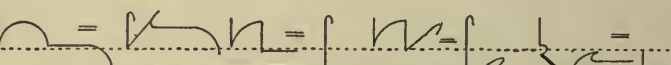
43   
 (it shall not be lawful) (it shall never receive) (it should become necessary)

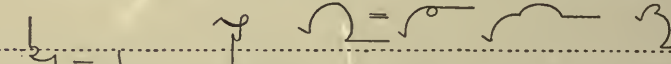
44   
 (it should be repealed) (it should not extend) (it strikes me) (it was refused) (it will)

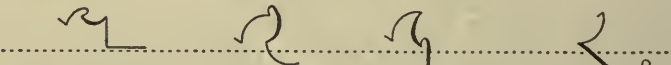
45   
 appear) (it will be remembered) (it will be carried) (it will be maintained)


46   
 (it will be idle) (it will be seen) (it will be worth) (it will bring) (it will draw)






47   
 (it will fall) (it will help) (it will not be long) (it will only take) (it will receive)





48   
 (it will require) (it will take) (it will turn) (it would be likely)





49   
 (it would not take) (I understand it) (I will ask) (I will make) (I will not ask)







50   
 (I will not undertake) (I will therefore) (I will withdraw) (I wish to be excused)






51   
 (I wish to carry) (I wish to make) (I wish to offer a resolution) (I wish to state)






52  (I wish to submit)  (I have no objection)  (I shall enter)  (if it be)  (in the Senate)


53  (in his own name)  (I wish to renew)  (it shall be presented)  (in their own behalf)

54  (I have no such purpose)  (it would not pass)  (in such institutions)  (in all these cases)





55  (is not only)  (is not now)  (in all its part)  (ipse dixit)  (it has also)  (I wish)


56  to make a report)  (in its exercise)  (in all such cases)  (in its order)  (in all)

57  other parts)  (I have always had)  (I have looked)  (I tell you)  (in all my)






58  experience).





### J PHRASES.

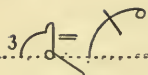
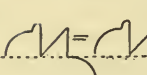
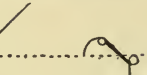
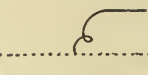
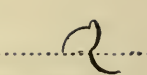
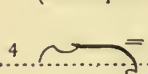
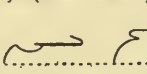
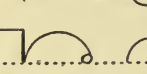

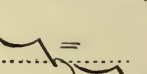
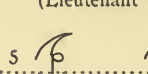
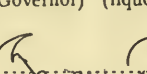
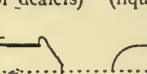
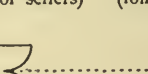
1  (joint resolution)  (judicial capacity)  (judicial decision)  (judicial investigation)

2  (just taken).

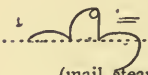
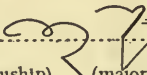
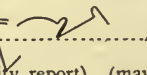
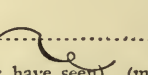
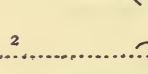
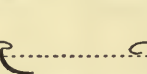
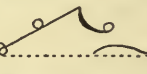
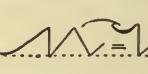
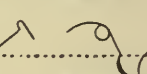
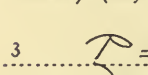


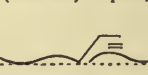
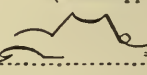
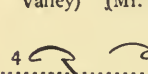
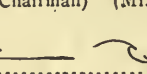
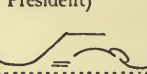
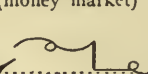
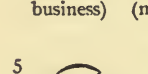
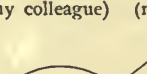
### L PHRASES.

1  (laboring classes)  (land warrant)  (laboring men)  (last session)  (law abiding)

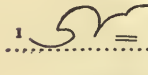
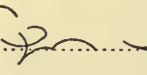
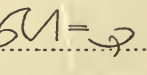
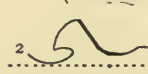
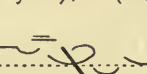
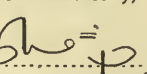
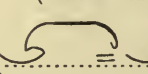
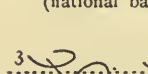
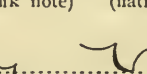
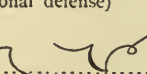
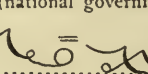
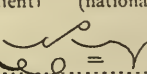
2  (law making power)  (legal evidence)  (legal tender)  (letter carrier)

- 3  (letters patent)  (letter writer)  (let us be satisfied)  (let us look)  (lieu thereof)
- 4  (Lieutenant Governor)  (liquor dealers)  (liquor sellers)  (long before)  (loyal)
- 5  (citizens)  (loyal persons)  (legal profession)  (lake shore).

## M PHRASES.

- 1  (mail steamship)  (majority report)  (may have seen)  (may it please your)
- 2  (honors)  (may not have)  (military service)  (minority report)  (Mississippi)
- 3  (Valley)  (Mr. Chairman)  (Mr. President)  (money market)  (morning)
- 4  (business)  (my colleague)  (my friend from N. Y.)  (Mason and Dixon's Line)
- 5  (more than that)  (mother country).

## N PHRASES.

- 1  (national asylum)  (national authority)  (national banking association)
- 2  (national bank note)  (national defense)  (national government)  (national)
- 3  (policy)  (native land)  (naval affairs)  (naval service of the U. S.)  (New Orleans)

- 4 non-interest bearing) (nor do I propose) (nor more than) (No, sir) (notaries public)
- 5 (not at all) (not only that) (not for purposes) (not very long ago) (nor is
- 6 it material) (nor is it necessary).

## O PHRASES.

- 1 (of each House) (Officers of the Navy) (official dispatch) (of its own members)
- 2 (of my amendment) (of my testimony) (of my learned brother) (of Mr.)
- 3 (of said act) (of said government) (of their own government) (of which no notice)
- 4 (on all) (on behalf) (on board) (on both sides) (one half) (one moment)
- 5 (one or two) (on it) (one or two amendments) (on one side) (on its merits)
- 6 (on its passage) (only way) (on our part) (on my motion) (on my return)
- 7 (on my table) (on the amendment) (on the contrary) (on their own account)
- 8 (on the other side) (on the part of Congress) (on the part of the House)

- 9 (on the part of the Senate) (on the present occasion) (on the subject) (on this report)
- 10 (on which) (original resolution) (or of) (or not) (Orphan's Court) (or rather)
- 11 (ought to be submitted) (ought to be thrown) (on this point) (on its own merits)
- 12 (Odd Fellows) (on my feet).

## P PHRASES.

- 1 (paper currency) (pending question) (pension list) (pension rolls) (people)
- 2 (of this country) (petty larceny) (Porto Rico) (Post Office and Post Roads)
- 3 (Postal Service) (present administration) (previous notice) (previous question)
- 4 (*prima facie*) (prize money) (private letter) (property owners)
- 5 (purchase money).

## Q PHRASES.

- 1 (Quartermaster's Department) (quarter section) (quarter of a century)
- 2 (quarter of a million).



## R PHRASES.

1					
	(railroad accident)	(railroads and canals)	(railroad grant)	(read the	
2					
	second time)	(read the third time)	(railroad transportation)	(real and personal)	
3					
	(real estate)	(retired list)	(Rear Admiral)	(recent session)	(relied upon)
4					
	(Rev. gentleman)	(right of suffrage)	(Rocky Mountains)	(right of way)	
5					
	(rural districts)	(resolved that).			

## S PHRASES.

1					
	(sailing ships)	(saloon keepers)	(San Jose)	(Scire Facias)	(Secretary of the
2					
	Interior)	(Secretary of State)	(Secretary of the Senate)	(Secretary of the Treasury)	
3					
	(Secretary of War)	(Senate of the U. S.)	(Senate resolution)	(Senators of the U. S.)	
4					
	(setting forth)	(shall be carried)	(shall be liable)	(shall be restored)	(shall
5					
	henceforward)	(shall not apply)	(since this case)	(shall not pass)	(ship builders)
6					
	(ship building)	(short extract)	(short session)	(should have had)	(should like)

- 7 (should not go) (should not say) (should think) (side by side) (silver currency)
- 8 (so as to make) (so as not to make) (so long as it is) (somewhere else) (so much)
- 9 money) (Speaker of the House) (Spanish American) (so long a time)
- 10 (Speaker's table) (special order) (special session) (specie payment) (state)
- 11 authorities) (state courts) (state journals) (state securities) (state sovereignty)
- 12 (statute book) (stronger than) (*sub silentio*) (such as are) (such as was made)
- 13 (such other persons) (such other report) (so as to be able to) (such will be)
- 14 (Supreme Court).

## T PHRASES.

- 1 (take place) (taken up) (taking possession) (tax payer) (temporary clerks).
- 2 (temporary purposes) (territorial government). (Territories of the U. S.) (that can be)
- 3 (that is charged) (that will depend) (there is no disposition) (there is no other)
- 4 (there is no such motion) (there is no use) (there will never) (there would not)

- 5 (now) (they can make) (they can receive) (they can now) (they will be received)
- 6 (throughout the country) (to begin) (throughout the world) (to believe)
- 7 (to enlarge) (to exercise) (to get rid) (to go back) (to its merits) (to look)
- 8 (to make a speech) (to make mention) (to make the (a) motion)
- 9 (to offer an amendment) (to the contrary) (to such an extent) (to the conclusion)
- 10 (to the exclusion) (to wit) (trial by jury) (they do not desire) (to take the place)
- 11 (to that extent) (that is all) (turned over) (there is) (that it is claimed)
- 12 (they cannot) (that is this case) (Trans-Atlantic) (Trans-Continental)
- 13 (trans-shipment).

# U PHRASES.

- 1 (under said act) (under such regulations) (under such rules) (under that amendment)
- 2 (under this arrangement) (under those circumstances) (under which) (Upper Mississippi).

## V PHRASES.

1 (very clear) (very long speech) (very short time) (vested rights) (veto message)

2 (*vice versa*) (very long discussion) (very well) (very small).

## W PHRASES.

1 (Ways and Means) (we are) (we are authorized) (we are going) (we are)

2 (satisfied) (we do not undertake) (we have been told) (we have reached) (we have)

3 (received) (we shall be able to make) (we shall do) (we shall not investigate) (we will)

4 (we will not) (we will have) (what do you mean) (whatever may be) (what extent)

5 (what I am) (what I desire) (what I wish to) (what I find) (what kind) (what I)

6 (have no doubt) (what I have said) (what I mean) (what I said) (what is called)

7 (what is it) (what ought to be done) (what shall be) (what it is) (what it means)

8 (what it was) (what I understood) (what was necessary) (what would be said)

9 (what would be the result) (what would have been) (which are alleged) (which are)

10 
  
necessary) (which cannot be) (which had been) (which has been recently) (which

11 
  
has been read) (which has been referred) (which has just been) (which I have the

12 
  
honor in part) (which have taken place) (which is already) (which shall abridge)

13 
  
(which shall be sufficient) (which will involve) (which will lead) (which will strike)

14 
  
(which can exercise) (which would make) (which would result) (who shall)

15 
  
(who shall investigate) (who shall be elected) (who should not be) (who would

16 
  
know) (why is it) (will be pursued) (will be retained) (will be satisfied)

17 
  
(will not be embarrassed) (will not be stricken) (we are sure) (which would

18 
  
reduce) (would not be do-say) (will not be taken) (will not get) (wire pullers)

19 
  
(without amendment) (within which) (would accept) (would not be responsible)

20 
  
(would not be respectable) (which shall be furnished) (which shall be submitted)

21 
  
(who will follow) (well authenticated) (we will make) (we will not do)

22 
  
(we are bound).



273. The following explanation will make clear the peculiarities of Mr. Murphy's short-hand:




Use no stroke for *h*, *w*, or *y*.




.....*ur*, as..... *over*,..... *every*..... *ler*, as..... *smaller*,..... *chancellor*,  
 ..... *ought*,..... *already*. Use no tick for *and*, *the*, *he*. Use no hook for *w*. A small  
 initial hook on a curve indicates *l*, as..... *only*,..... *relation*.

## EXPEDIENTS AND SPECIAL FORMS.



274. It is to be regretted that a standard system of phonography, embodying all that there is good in short-hand, cannot be uniformly adopted; but this seems to be an ideal that may be longed for but never realized. There are few stenographers who do not make use of special forms and phrases of their own devising, and if they have not the ingenuity to invent for themselves, they will adopt the inventions of their more gifted brethren. It is not our business at the present time to elaborate new theories, but to present practical short-hand as we find it in general use, whether it violates rules or sustains them; it matters not so long as it is practical. What we do give is given on the best of authority—practical and successful use by the most experienced practitioners of the art. The forms and expedients in this chapter can be used by writers of Benni Pitman Phonography; and by the writer of any modification of the system who is thoroughly versed in the principles of short-hand writing; but the purely mechanical stenographer had better stick closely to his text-book, and not play with two-edged tools.





275. The use of the initial *y*-hook for *you* or *your* is advocated by some of our best writers on short-hand. Its value to the law stenographer will be apparent in the following illustrations. Such phrases as *do-you*, *did-you*, *can-you*, *have-you*, etc., occur very frequently, and it would be a great saving of time and labor on the part of the stenographer to have easy forms for their representation. In the report of a short trial of about ten thousand words the question *do-you* occurred thirty times; *did-you* twenty-seven times; *can-you* eighteen times, and *have-you* eleven times. All of these questions





admitted of easy phrasing by use of the *y*-hook:  *do-you*;  *do-you-recollect*;  *did-you* or *your*;





 *can-you*;  *if-you*;  *have-you*. Writers of the





Munson system make a distinction between *ever* and *have* by writing the *v*-stem for *ever*


and the *f*-hook for *have*; as,  *do-you-ever*;  *do-you-have*, but as *ever* is an adverb of time, and *have* a verb, there is not much danger of their coming in conflict, and can be

used inversely with safety. It is better to make a full-length form for  *did-you*, than to abbreviate it; as  *did-you-have*;  *did-you-ever*;  *did-you-have*.

 *any-conversation*;  *did-you-ever*;  *did-you-ever*;  *did-you-ever-see*.






 *him*;  *do-you-have*;  *do-you-ever*;  *did-you-not*.



 *had-you-not*;  *had-you-ever*;  *what-did-you-do*;  *what-do*.







*you-do*. The same hook may be used for *your*; as,  *did-your-mother*.

 *sign-this-note*;  *did-your-partner*;  *if-you*;  *for-you*.

have-you-been; how-long-have-you-been-engaged; have-you-ever;  
 have-you-known-him; have-you-seen-him. can-you;  
 or can-you-state; can-you-remember; can-you-describe;  
 can-you-think-of-anything-else; by-your-verdict; was-he-standing-by-your-house-at-the-time; yes-sir, he-was-standing-by-our-house;  
 did-you-say-that you-did-not-have any-conversation with-him. S is sometimes used for say. which-you-can. The large initial hook, on lay may be used for you; as, will-you-please-state; or will-you-state;  
 will-you-not; will-you-be-kind-enough; are-you-in-the-habit, and on ray and r; as, are-you-going; or are-you-engaged; are-you-the-plaintiff-in-this-action; are-you-the-defendant; are-you-acquainted. The final hook on the under side of straight stems, used by Pitman for *tion*, may be used to better advantage for *tir*; as, go-their; make-their; up-there; at-their; can-there-be;  
 give-their-names; take-their; are-there-many;  
 change-their. The *tion*-hook can be written on the upward side of stems in all cases where it is now used on the under side. Ray may be written downward in the phrase, I-do-not-recollect; I-do-not-recollect-whether-or-not. This is the form we have always used; other stenographers sometimes use the upward stroke, leaving off the *n*-hook, which certainly has the advantage in point of speed; as, I-do-not-recol-lect. These forms for I-do-not-remember; I-do-not-remember-it, are good. The special law phrases preponderance-of-evidence; prove-to-your-satisfaction;  
 the-plaintiff-cannot-recover; prisoner-at-the-bar; personal-estate;  
 real-estate-and-personal-property; by-the-pleadings;








 *by-negligence*;  *by-negligence-on-the-part-of-the-defendant*;  *by-negligence-on-the-part-of-the-plaintiff*;  *by-the-evidence*;  *burden-of-proof*, etc., may be used

with a great saving of time. Another hook that we have found quite convenient, although not generally known, is the *nk*-hook; as in the words— *drink*;  *drunk*; ✓



 *drank*;  *plank*;  *lank*;  *bank*;  *frank*;  *embankment*. It will be



observed that this hook applies to very few words, but the outlines of these words are awkward to make and ungraceful in appearance, therefore we prefer the *nk*-hook, except




for *bank*; this word being used in phrase a good deal, it is better to use *b* or *ben* in the third position as a word-sign. (See Law Forms and Phrases, line 9.) This same hook


is also used to represent *way*; as,  *any way*;  *no way*;  *right away*;  *some way*;  *midway*;  *go away*;  *railway*. The phrase *at-that-time* occurs


very frequently, and is variously written, but we have always preferred a double-length *t*; *t* in the third position is *at*, and in the first position *time*, so we combine the two and

write  *at-(that)-time*, supplying the *that*; then if *t1-m* is written for  *at-(the)-time*;




and  *or*  *at-what-time*, the writer will have as three good forms for these frequently recurring phrases as it is possible to devise. In this connection it may be well to state that it is not advisable to have the same word represented by a plurality of signs, but *time* seems to be an exception to the rule, *m* being used in phrase to keep the outline from extending too far below the line of writing.




276. The phrase *I-will-ask-you* is variously written,    *I-*


*will-ask-you*. The latter form will be found brief and legible. The forms  *I-*


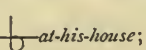
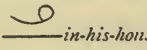
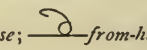


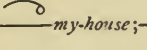
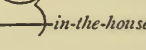






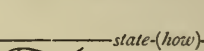
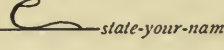


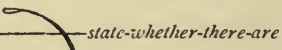
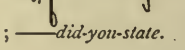
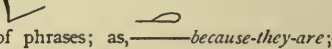
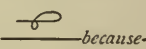
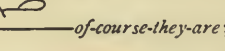
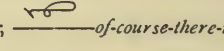
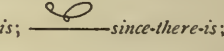
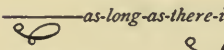

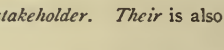
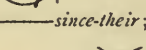
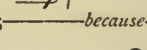
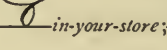
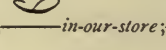
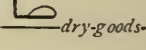
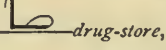
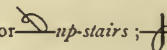

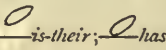
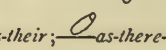
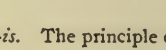
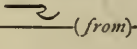
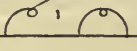
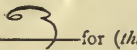
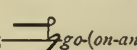
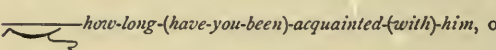
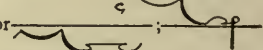

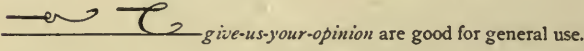
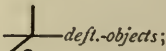
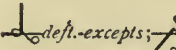
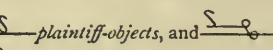
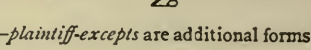
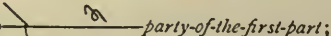
*am-asking-you*; and  *I-ask-you* are also in general use. Inasmuch as contractions

have to be memorized many of them might be curtailed somewhat more, or sufficiently to obtain all of the advantages of brevity, therefore in speech reporting we have found

*ray-p* intersected  better than  for *Republican-Party*;  *Democratic-Party*;

 *Whig-Party*;  *Greenback-Party*, etc. The phrases  *I-cannot-tell*,

 *I-could-not-tell* are more expeditiously written than with full outlines, and are just

as legible. The word *house*, occurring frequently in certain kinds of testimony, may be easily and conveniently expressed by the full-length stem *s* or by the *iss*-circle; as,  *your-house*;  *at-his-house*;  *in-his-house*;  *from-his-house*;  *both-houses*;  *bath-house*;  *my-house*;  *in-the-house*. The *ed*-tick, which is explained on page 65, may be used occasionally to express *it*; as,  *let-it*;  *find-it*. The *steh* loop is used in the solemn style for  *thou-hast*;  *why-hast*; and in testimony for *state*; as,  *state-whether-(or)-not*;  *state-if-there-is*;  *state-(how)-many*;  *state-your-name*;  *state-where*;  *will-you-state-whether-(or)-not*;  *state-whether-there-are*;  *did-you-state*. The *stir* loop is also used in a variety of phrases; as,  *because-they-are*;  *because-there-is*;  *of-course-they-are*;  *of-course-there-is*;  *since-there-is*;  *as-long-as-there-is*;  *stockholder*;  *stakeholder*. *Their* is also expressed by the *thir*-tick; as,  *since-their*;  *because-their*. In special cases the *stir* loop is used to express *store*; as,  *in-your-store*;  *in-our-store*;  *dry-goods-store*;  *drug-store*, and for  *up-stairs*;  *downstairs*. It also forms a convenient sign for  *is-their*;  *has-their*;  *as-there-is*. The principle of reading the *final* hook before the *lengthening* principle is explained on page 77.  *(from)-beginning-(to)-end*;  *will-(you)-swear*, are excellent forms. Some reporters write  *for (that)-is-more-than-(I-can)-say*;  *go-(on-and)-state-(to-the)-jury*;  *how-long-(have-you-been)-acquainted-(with)-him*, or  *never-mind-(what)-he-said* is used by some writers. The forms  *you-need-not-tell*;  *give-us-your-opinion* are good for general use.  *defl.-objects*;  *defl.-excepts*;  *plaintiff-objects*, and  *plaintiff-excepts* are additional forms those already given under *Law Phrases*; also  *party-of-the-first-part*;



party-of-the-second-part. As-soon-as-possible is as legible an outline as the full-length form. *V-thr.* is used for *lived-their*, how-long-(have-you)-lived-there. One of the peculiarities of the Graham system is the method of expressing *we-would*; *you-would*, etc., by enlarging *weh*, *wuh*, *yeh*, *yuh*, to double their usual size; thus, you-would or you-were; we-would or we-were; with-you; were-we or were-you; what-were, *what-would*, *what-we*; would-you; you-would-not, *you-were-not*; were-you-not; we-would-not, *we-were-not*; ye-were, *ye-would*; ye-were-not, *ye-would-not*. We prefer to use the hook on these signs for *not*, rather than for *of* or *have*, as Mr. Graham does. The following phrases will illustrate the convenience of these signs. They can be used by Pitman writers with decided advantage. Careless writers may find them objectionable, but careful writers will not:

1 or Q.

Q. Were-you present at-(the)-time? A. Yes, sir; we-were all-there together. Q.

2 or Q. What-were-(you)-doing-

Who-were with-you at-that-time? A. We-were alone. Q. What-were-(you)-doing-

3 or Q. What-would-(you)-consider a fair price

there? A. We-were-not doing anything. Q. What-would-(you)-consider a fair price

4 or Q.

for-this house-and-lot? A. I-am-not prepared to-say; we-would-not take ten-thousand-

5 Q. Would-you-consider-it worth twelve-thousand? A. Yes, sir. Q.

dollars for-it. Q. Would-you-consider-it worth twelve-thousand? A. Yes, sir. Q.

6 A. No, sir. Q. You-would

You-would-not accept that amount for-it, would-you? A. No, sir. Q. You-would

7 Q.

have-taken less-than-that before-this-road was projected through-there, would-you-not?

8 A. No, sir, we would not. Q. You were anxious to sell, then, were you not? A.

9 We were asked if we were in the market and I said that we would sell out at any time

10 if we got our price. Q. Were you acquainted with old Mr. Silsby in his life time?

11 A. I was. Q. Were you in his house upon the occasion referred to? A. I was. Q.

12 You drew the plans of this house, did you not? A. Yes, sir. (I) did. Q. Tell us

13 what you said, or what conversation you had with him when you called at his house

14 the last time? A. I cannot tell just what we said—the exact language used.

277. The large initial *w*-hook is used by some writers to express *we*; as, *do we*;

*can we*, etc. Never having used it we cannot speak from experience as to its

value. The word *did* may be added to the adverbs *when*, *where* and *why*, and to the pro-

nouns *she*, *he*, and *they*, by halving; as, *where did you see him*;

*when did you next call there*;

*why did you*;

*she did, did she*;

*he did make us an offer they did*. A careful stenographer, writing a

fine neat hand, can use phrases of this kind to good advantage; but if he prefer a larger

and freer style of writing, such phrases can be written *where did you see him*;

*when did you next*, etc. When the principle of halving a stem to add

it is used, such forms as *take it*;

*make it*, etc., are objectionable; still they

are used by competent reporters. When the principle is applied to other forms, and to word-signs that cannot conveniently be phrased, the two words should be written as closely together as possible; thus, *that-it-was*; *when-it-was*; *I-think-it-was*; *if-it-was*; *you-say-it-was*. The phrase *that-it-was* is sometimes written with a wave-like sign, resembling an s; thus, *that-was*; it should be made small so as not to be mistaken for *that-was*. *when-it-is-necessary*, and *when-it-is-known*, are conveniently phrased.

278. It frequently happens that some very good phrases, so far as speed is concerned, are objectionable; not because they conflict, but because they resemble other forms so closely that in order not to make mistakes the writer must scrutinize them very closely, and often appeal to the context for aid; this is annoying to one who wishes to read his notes quickly and without hesitation, therefore the freer outlines are to be preferred unless one is specially gifted in reading notes. Very brief forms and phrases are not so objectionable where a reporter confines himself exclusively to taking testimony, or law reporting, as set phrases occur so frequently that they become as familiar to the eye as a page of ordinary print. Many skillful law stenographers cannot be induced to take notes of anything outside of their special line of work; not because they do not feel competent, but because they are specialists, and do not care to impose extra labor on themselves by undertaking reporting in an unfamiliar field.

279. There is another class of signs to which we wish to call attention; namely, the *tick word-signs*. Some writers use them without difficulty; while others find them stumbling blocks in their way, and if they see a beginner practicing them, will shake their heads ominously as though he were on the broad road to a short-hand perdition.

Among the best of these signs are the following: *or-not, but-not*; *all-of* or *all-have*; *and-of*; *of-our*; *to-our*; *of-all*; *to-all*; *who-were*; *ought-to-have*; *who-have*; *who-will*; *two-or-three*. We have always been in the habit of writing *of-the* instead of implying it by nearness of writing, using for that purpose the above curve, made somewhat smaller than the half-length *of-it*. These signs can be omitted in phrases, and so may any other words that the context will supply; as, *value-of-the-property*; *importance-of-the-subject*; *day-of* *the-week*; *statement-of-the-case*; *words-of-my-text*.

280. It is not expected that the beginner will make use of all of these phrases or expedients, but the day may come when he will find some of them very useful, or they will at least give the cue for the formation of others suitable to his purpose.

# LESSON XXXVIII.

## COMMERCIAL CORRESPONDENCE.

NEW-YORK, January 12, 1892.

D. WHITING, ESQ.,

Detroit, Mich.

Dear Sir:—Your-favor of-the 9th inst. duly-received, and

contents-noted. In-reply we-quote 20-lb. T-iron-rails, first quality, at 3-cts. per-lb.,

f.o.-b.-cars Wheeling, West-Va. Terms-cash. The present rate-of-freight to Detroit,

all-rail, is 17 cts.; rail-and-lake, 12 cts. We-could-probably furnish-you the iron in-about

ten-days from-this-time. We-have-no-seconds for-sale at-present.

Wire-us immediately on-receipt-of-this if-you-wish the order filled.

Yours, respectfully,

J. H. NELSON.

No. 2.

STEUBENVILLE, O., June 20, 18....

MESSRS. WHEELER & WILSON,

Fourth St., Philadelphia, Pa.

Gentlemen,—In-reply-to-your-letter of the 16th, I-beg

to-say that-I-am satisfied with-the list of prices sent, and also with-the terms of payment

mentioned by-you. Please forward, as-soon-as-possible, the articles detailed in-the

enclosed list; and-if, as I-doubt not, the goods come up to-my expectations, I hope-to-

have the pleasure of extending my relations with-your house. Our-friend, Mr.-Smith,

whom I-have already mentioned, will cheerfully afford you every information you-may

desire to-have respecting me; and, should-you require additional references, I-can for-

ward-you the names of two-or-three Philadelphia houses where my-account has-been

open for-some years. I will duly notify you upon receipt-of-the goods, and you-may



then draw upon me for the amount, at three-months, agreeable to your terms.

Yours, truly,

766

GEORGE H. FRANCIS.

281. (1) See Special Forms, page 205. (2) See Special Forms, page 205, use of *s* for *house*. In this case it would not be safe to use it, as the phrase could be translated *with-your-self* or *with-your-house*; either would make sense.

No. 3.

PHILADELPHIA, Pa., June 22, 18...

GEORGE H. FRANCIS, ESQ.,

Steubenville, O.

Dear Sir,—We herewith enclose invoice of the articles

ordered by your favor of the 20th inst. The goods have been forwarded to your address,

per-rail, this day. The greatest care has been exercised in the selection of the goods, and

I trust that you will be pleased with them in every respect. The terms in which Mr.

Smith has spoken of you are perfectly satisfactory, and we need no further references.

Thanking-you for-the confidence which-you-have placed in-us, and assuring-you that-we

shall-be-most happy to-receive-a continuance of-your-favors, we-remain,

Yours faithfully,

WHEELER & WILSON.

No. 4.

NEW YORK, Feb. 27, 18...

MR. B. W. LAW,

Havana, Cuba.

Dear Sir,—I-have received no advice from-you since writing

to-you on-the 25th-inst.

BARK ANTONIA SALA.—She arrived at Perth Amboy Wednesday, 1 P. M.

Began loading-the same day. Finished her coal on Thursday at 4 P. M. She-has-been

detained two-days on-account of-the violent storm of rain and-wind. The Standard-Oil

Co., for-some-reason, is short of crude petroleum, and-could-not-pack oil for-us, as agreed.

We have, therefore, decided to ship no case of oil in this vessel—nothing but the tank

oil. We have engaged all the lumber that she needs, under and on deck, at \$3.50, gold.

I think it is for Santa Maria. I hope that my action in this respect will not be of serious

inconvenience to you.

BARK DORIS ECKOFF.—Arrived the 25th inst., and begins discharging to-day.

I have engaged with Mr. Booth to ship 8,000 cases of crude petroleum on this vessel

for you. He has engaged the balance of her cargo—white pine, under and on deck, at

\$3.50, so I think that she ought to go to sea by the 8th or 10th of March, perhaps sooner.

S. S. CACOUNA.—I have decided under the circumstances, to ship you 500 barrels

of petroleum in this vessel; it will be placed on-board to-day. We are clearing her for

Havana via Baltimore. She will probably sail to-night or to-morrow-morning, and

ought to be in your port about the 10th inst. Perhaps I ought to ship 1,000 barrels

instead of 500, considering your shortage, and the delay caused by oil sailing-vessels.

200 BARK HAVANA.—I see by the Herald, of the 25th inst., that she sailed from  
Cardenas on the 19th. I have received no cable from you of her sailing, but presume  
this notice is correct. Relative to her outward cargo, it will probably consist of 8,000  
cases; the balance will be white-pine.

Yours, very truly,

3480

J. D. MARSDEN.

No. 5.

PITTSBURG, Pa., Jan. 12, 18....

MESSRS. NAYLOR & CO.,

Exchange-Place, New York.

Gentlemen,—Mr. Thomas H. Safford, Foreign Fht. Agt.

B. & O. R. R., acknowledging our favor of the 31st ult., in which we enclosed power.

of-attorney and owner's-oath you-gave-us, advises us as-follows:—"From-the manner in-

which-the power-of-attorney is phrased, it-only enables me to enter and-forward goods

in-bond in-the-name of Messrs. Naylor & Co., consequently it-is of no service to-me; but

should your-friends wish-me to enter and pay duty on future cargoes,—according-to-

your-message of-the 5th inst., to Mr.-Smith, our Gen'l Fht. Agt., please ask them to

furnish me with-general power-of attorney. On-Wednesday last (4th inst.), to avoid

delay, we entered-the bark Northern Light in-the-name of-the R.-R.-Co., giving bond to

produce owner's-oath. We-received owner's-oath the following day from Naylor & Co.,

which canceled the bond."

Please instruct-us what reply to-make to Mr. Safford.

Respectfully,

782

H. P. BOPE & CO.



No. 6.

CHICAGO, Ill., Jan. 12, 1892.

MESSRS. BROWN BROTHERS & CO.,

Wall-St., New York.

*Gentlemen,—Your-favor of-the 22nd inst. is-at-hand.*


Enclosed herewith we return applications and guarantee, duly executed by ourselves

and the First National Bank, covering your credit G8455, for £5,400 sterling, favor

Saunders Bros., London. We also enclose formal-request to-cable-credit in-above matter.

Trusting everything will be found in order, we remain,

Very truly yours,

3  80  
(3 inclosures.)

C. MURDOCK & CO.

ing-you, o' > 215

No. 7.

17/92  
CARBONDALE, Pa., July 17, 18....

65

MR. W. F. SLOAN,

9

Supt. Honey-Brook Mining Co.,

1

Honey-Brook, Pa.

14x  
Dear-Sir,—We acknowledge-receipt of-your-favor of-the 14th.

We-have-just-received-a telegram from Bonnell-&-Co., stating that-the car of powder has gone forward, and-we presume you-can-look for-it about-the 27th or 28th of-this-month.

505  
We herewith enclose order, No. 505, for-ten cars of coal, to-be shipped Feb. 8th. We

note what-you-say about Sharp opening-the mine on-the Montgomery property; we-do

not-think that-there-is over ten-tons of coal on-this tract that-will amount to-anything.

700  
We-think that-he-has figured on some of-the coal that-is on-the Parker tract. Since-

you-have-said that-it contains a large per-cent of sulphur, we-do-not-feel like taking hold

of-it. We-do-not-think that-the 3-ft. vein of coal on-the Dupont & Bemis property is-the

same-as we-are-now mining, from-the fact that-we found a 3-ft. vein of very different

quality on their land very-near where-the opening was-made by Jamison, adjoining the

Cessna tract. However, no matter what-the quality of-the coal may-be, we-do-not care

to hold Dupont & Bemis, so-far-as-their lands are-concerned, for-the agreement is-not

worth the paper it-is written on, having-long-since expired. We note-the correction

on-the pay-roll, and-have charged Willis with rent. Stop shipments to-the Norristown

mills until further advised; they-have shut-down for-want of orders, but-have given-us

instructions to-resume shipments on-the first of September, at-the-rate of one-car per-day.

Bear this-in mind, and send-the coal forward, unless we countermand the order in-the

meantime. We observe that-you-have-a good supply of tide-water-cars. Just at-the

present-time the outlook is-not at-all encouraging for tide-water business. We-have-

your complaint in-reference to-the Miner's oil that-we sent-you, and-have called-upon-the

people who supplied us and they say that the oil has no coal-oil in it at all. We do not

see how it is possible for the Standard-Co. to sell a lard-oil that will give better satisfac-

tion at the price they claim; but if they can, we do not propose to purchase from them,

as it would simply be helping the Glenolden people, for there is no question but that

this company is run principally in their interest. It would not be good judgment, or

policy, to give them the whip with which to whip us, which we would be doing if we

allowed them to furnish us with oil. If possible, obtain a small bottle of it and we will

have it tested and see if there is any difference in the quality. We are using the same

kind of oil at our Lead-mines that I sent you; it gives good satisfaction there, and they

have not the draft nor the facilities for air that you have at the Honey-Brook colliery. I

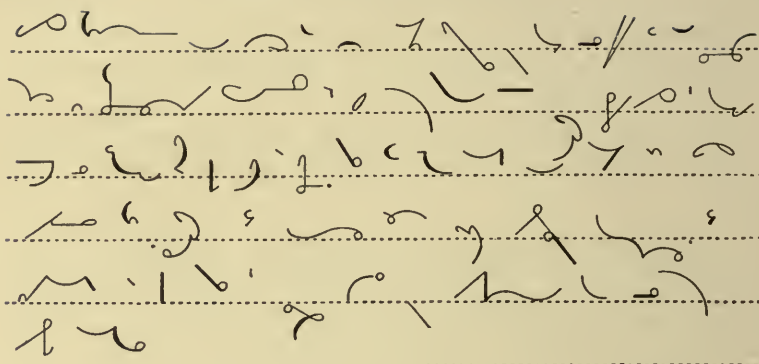
presume the question of the oil smoking was raised by some one interested in keeping us

from selling it to the miners. If our men do not rent our houses, and use our oil and

powder, we shall have to get men that will. Considering the condition of trade, we are

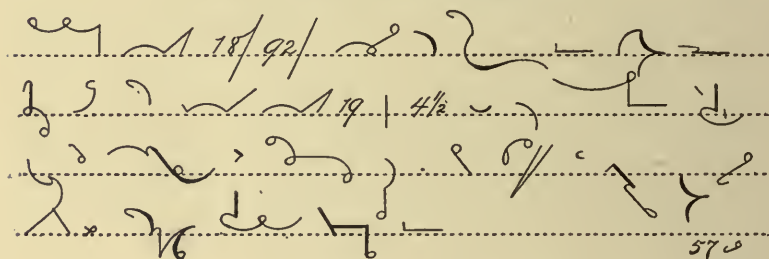






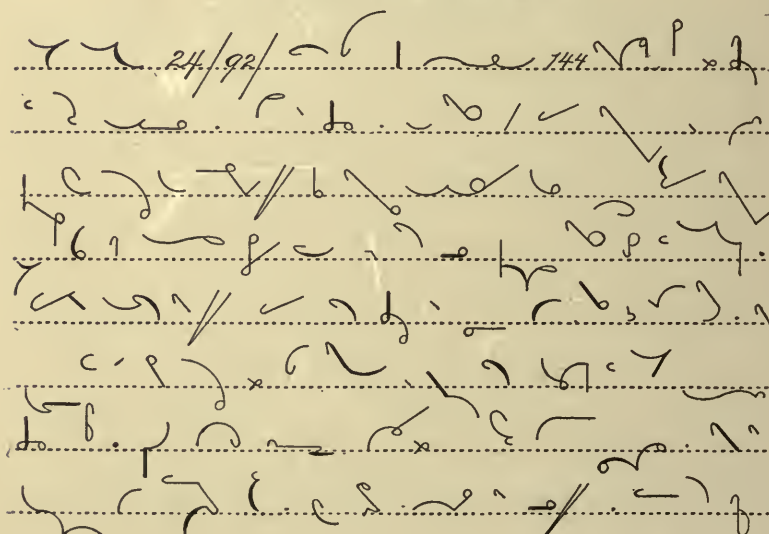
157

No. 10.—Manual of Type-Writing, No. 125.



57

No. 11.—Manual of Type-Writing, No. 126.



16. 1. 2. 3. 4. 5. 6. 7. 8. 9. 10. 11. 12. 13. 14. 15. 16. 17. 18. 19. 20. 21. 22. 23. 24. 25. 26. 27. 28. 29. 30. 31. 32. 33. 34. 35. 36. 37. 38. 39. 40. 41. 42. 43. 44. 45. 46. 47. 48. 49. 50. 51. 52. 53. 54. 55. 56. 57. 58. 59. 60. 61. 62. 63. 64. 65. 66. 67. 68. 69. 70. 71. 72. 73. 74. 75. 76. 77. 78. 79. 80. 81. 82. 83. 84. 85. 86. 87. 88. 89. 90. 91. 92. 93. 94. 95. 96. 97. 98. 99. 100.

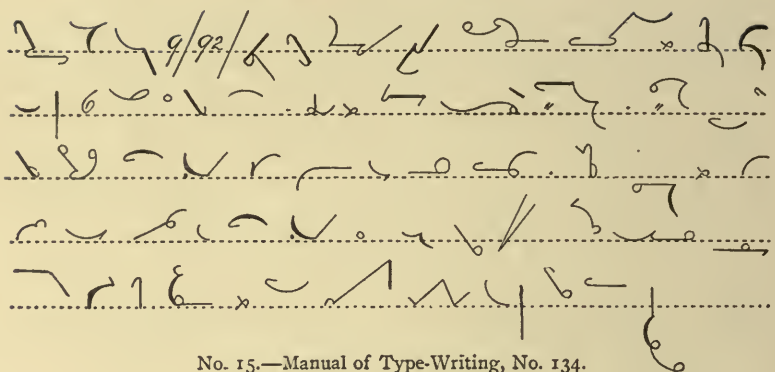
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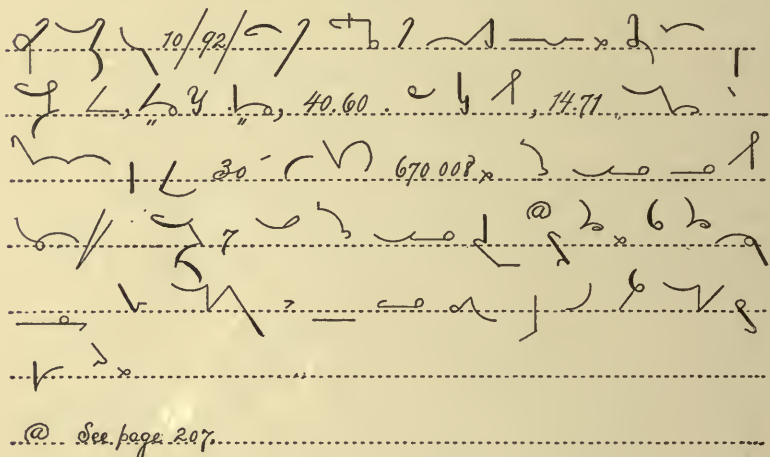
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## No. 14.—Manual of Type-Writing, No. 133.

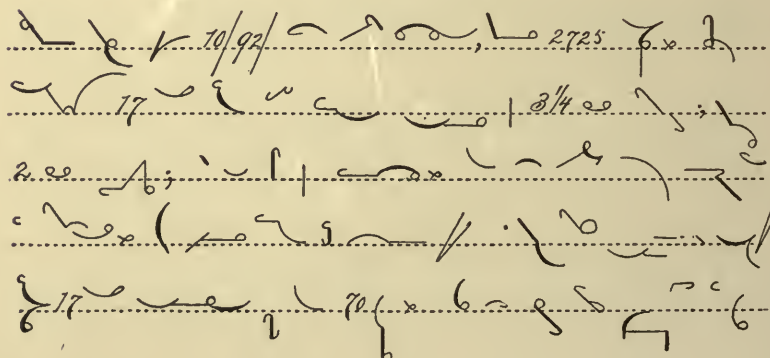


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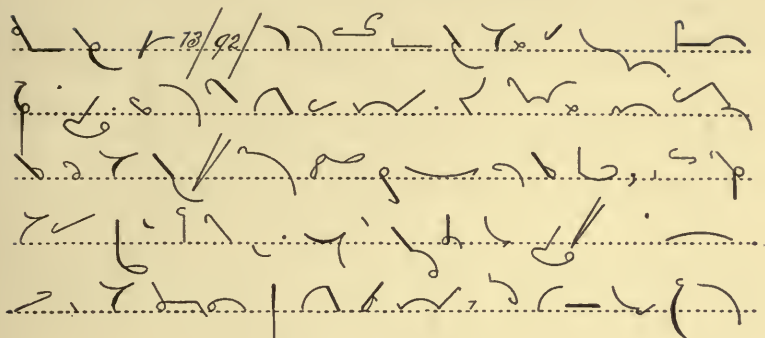


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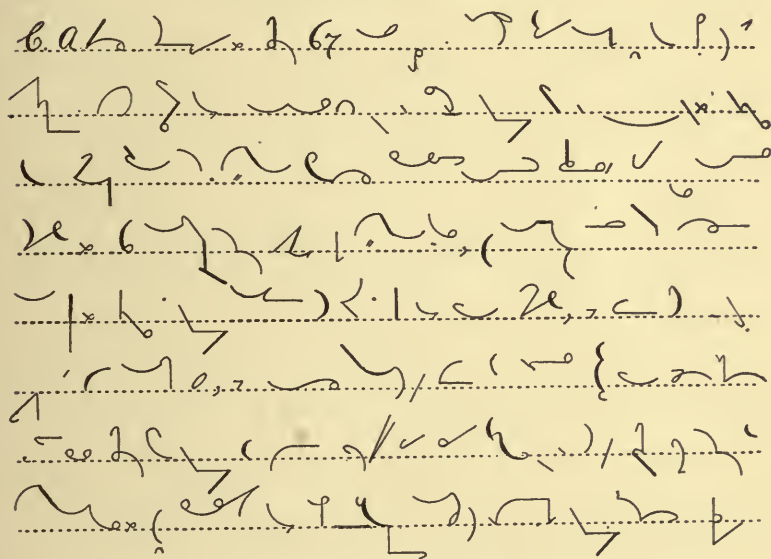
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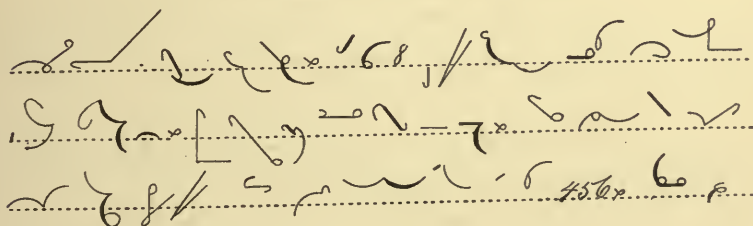
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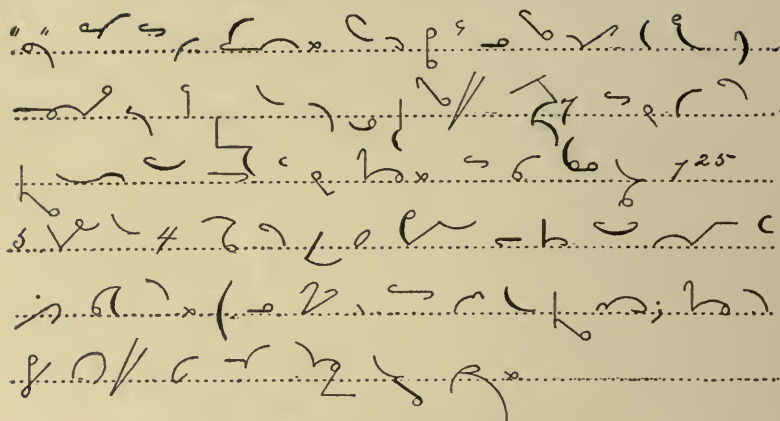


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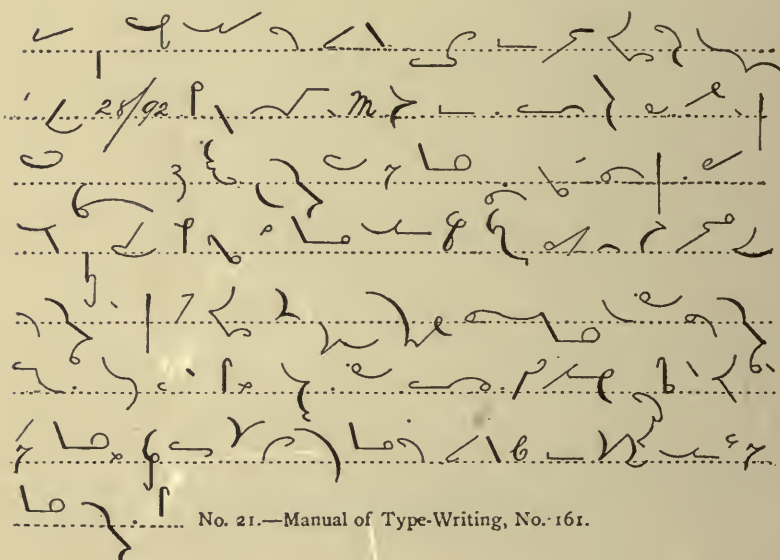


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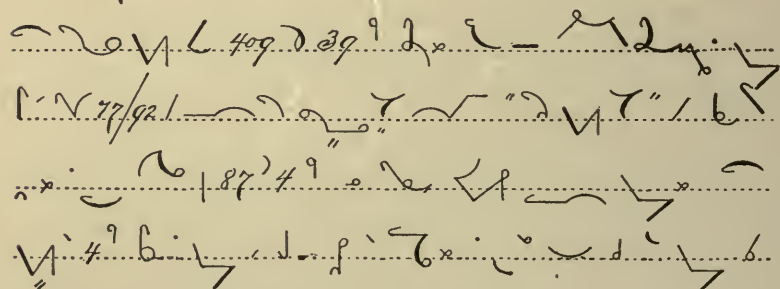




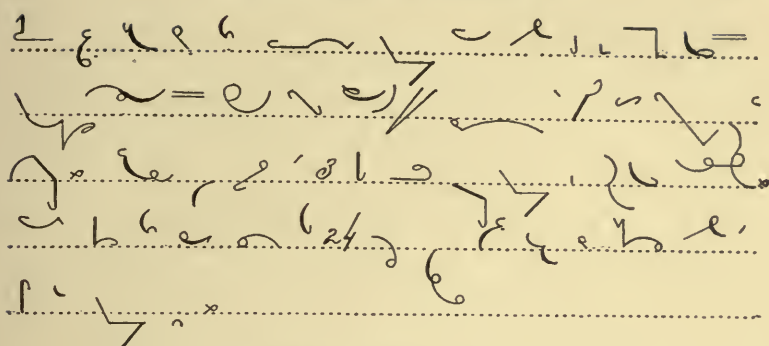
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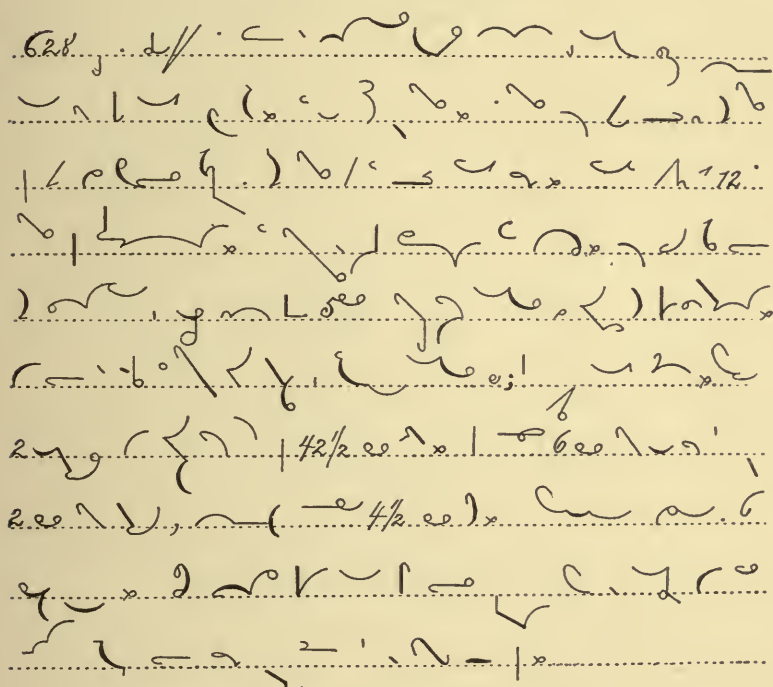
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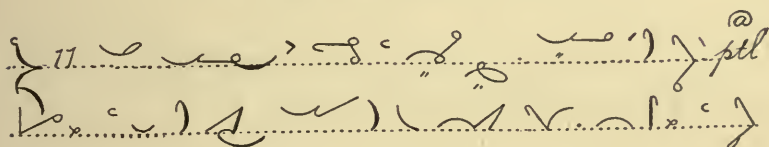


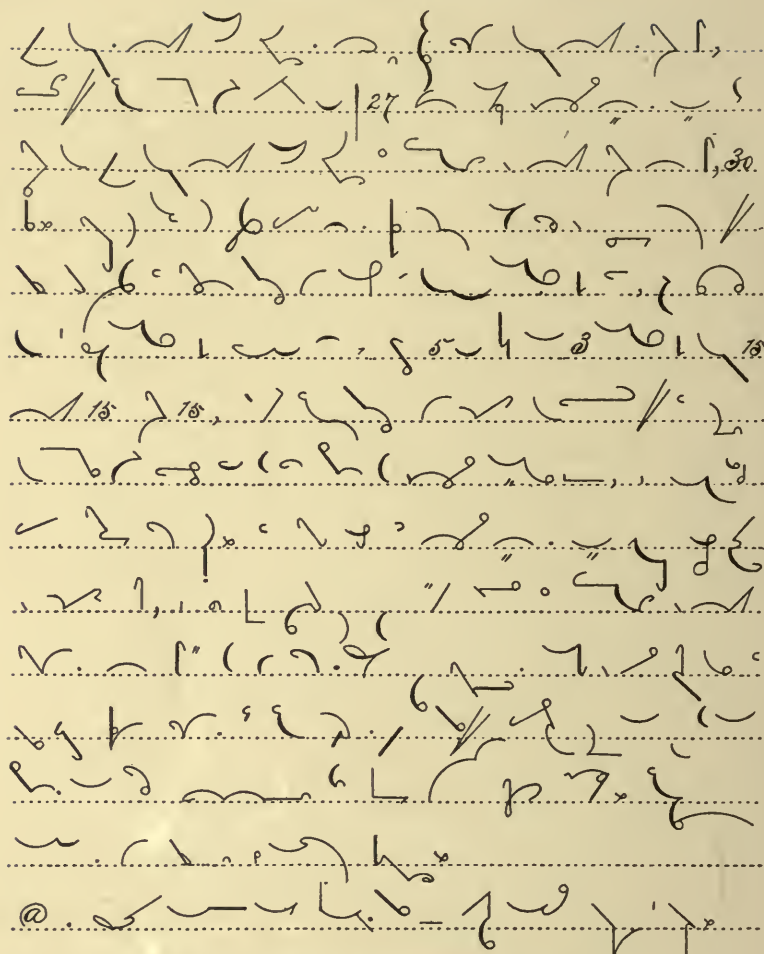


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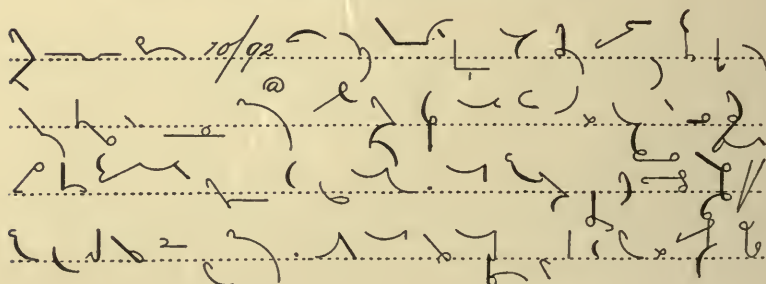


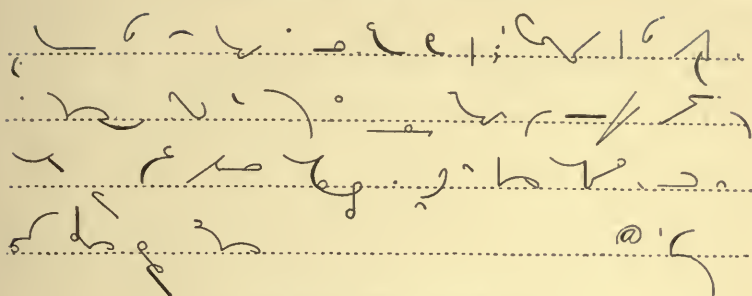
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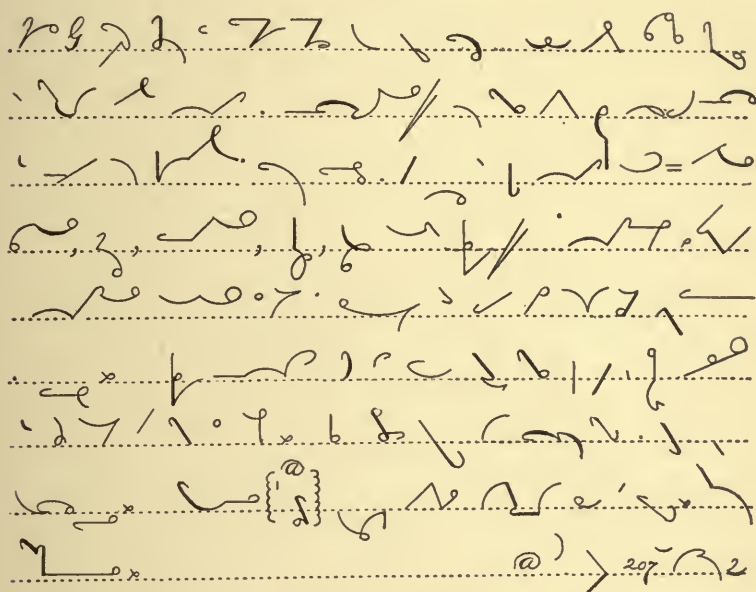


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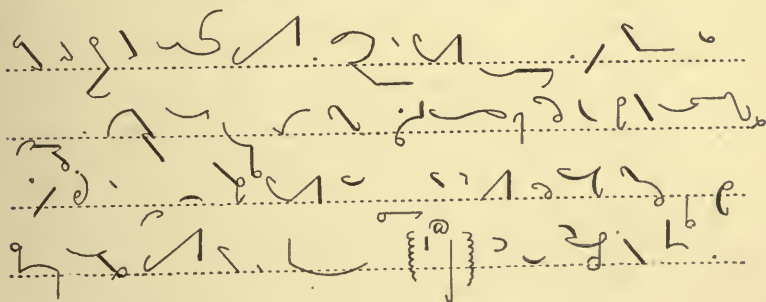


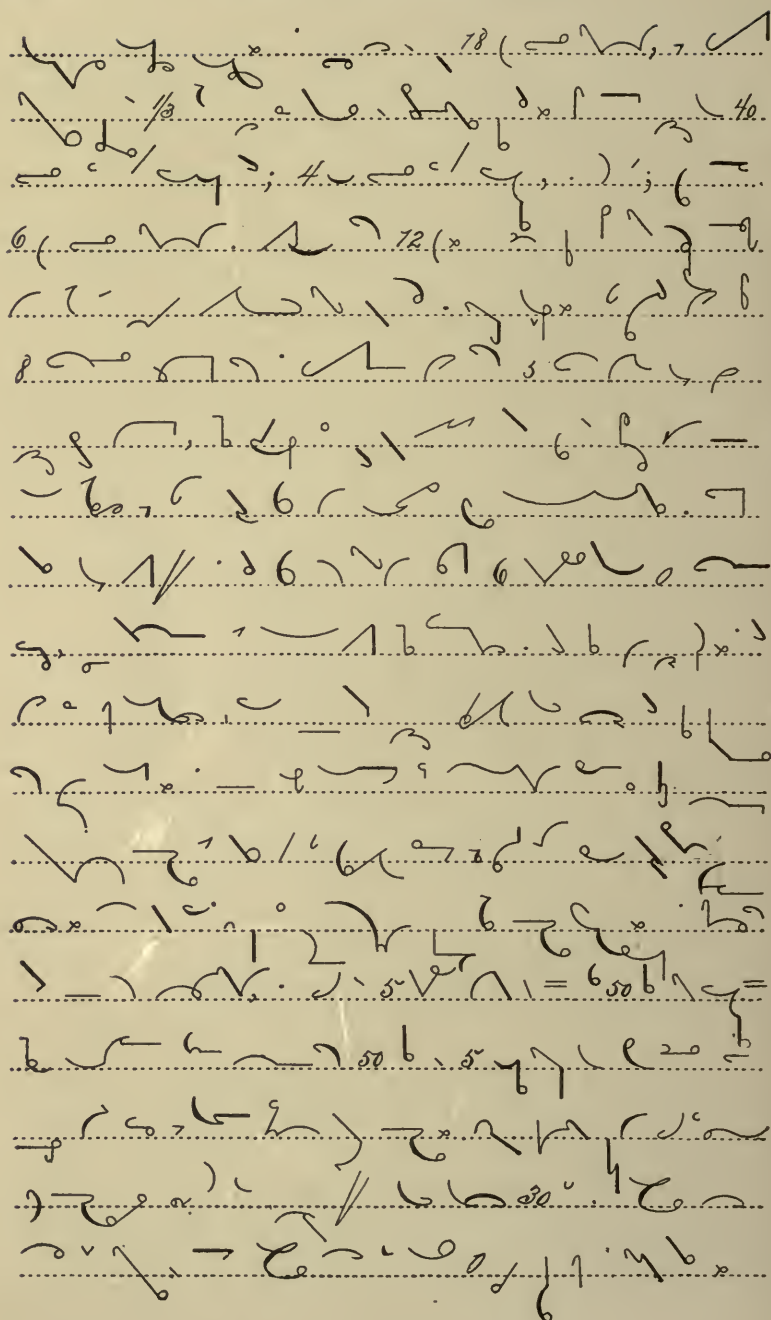


No. 25.—Manual of Type-Writing, No. 117.



No. 26.—Manual of Type-Writing, No. 149.

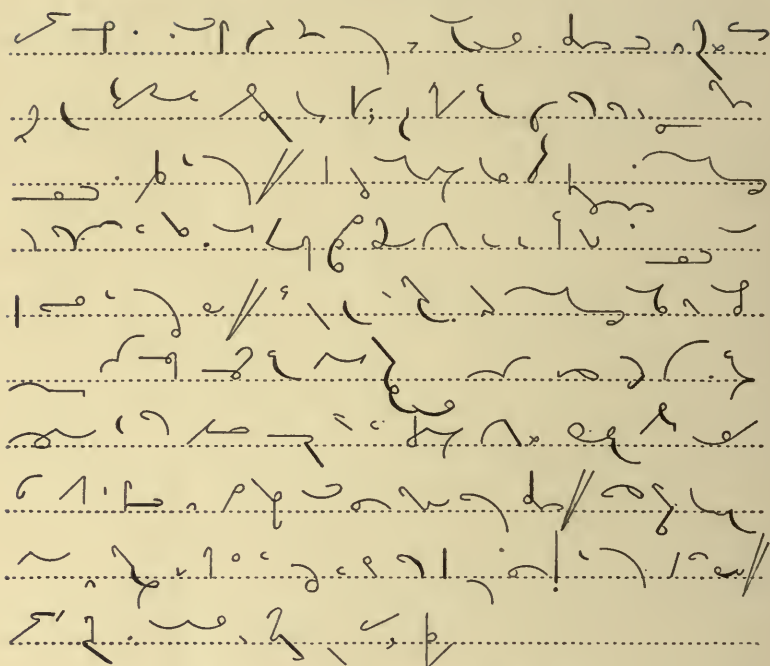




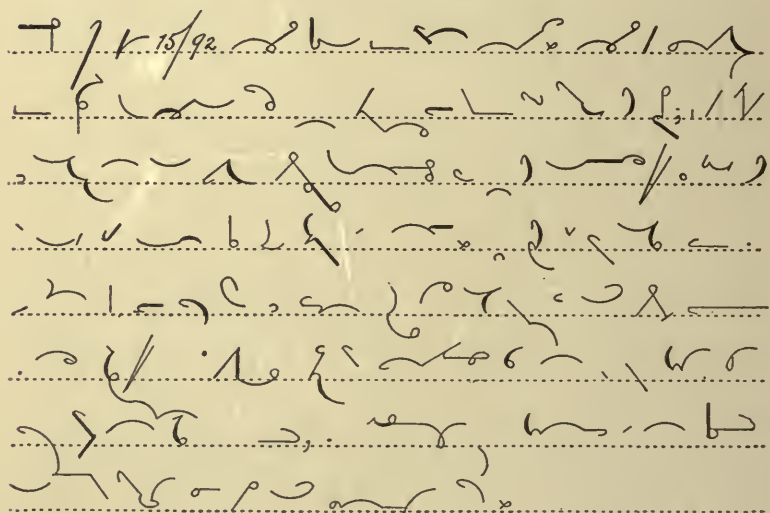




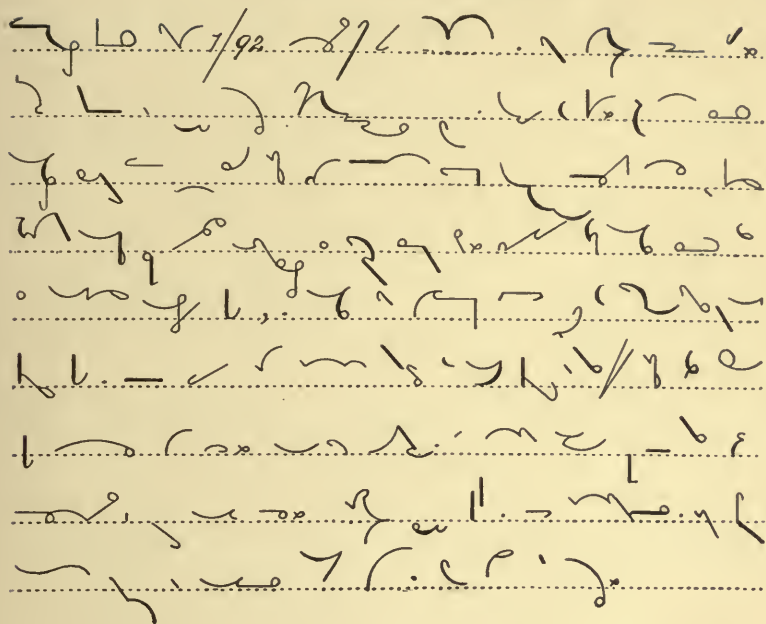
No. 28.—Manual of Type-Writing, No. 219.



No. 29.—Manual of Type-Writing, No. 220.



No. 30.—Manual of Type-Writing, No. 221.



# TRIAL.

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 United States )  
 )  
 vs. )  
 )  
 John H. Surratt. )  
 )  
 ----- x

IN-THE CRIMINAL COURT OF  
 THE DISTRICT-OF-COLUMBIA, No. —

## APPEARANCES.

For-the United-States: District-Attorney, C. E. Carrington, and Asst. District-Att.,  
 N. Wilson, Esqs.; Associate Counsel, Edwards Pierrepont and  
 A. G. Riddle, Esqs.  
 For-the Prisoner: Messrs. Joseph H. Bradley, R. T. Merrick, and J. H. Bradley,  
 Jr., Esqs.

(a) The Court said: Gentlemen, this-is-the-day assigned for-the trial of John H.  
 Surratt, indicted for-the murder of Abraham-Lincoln, late-President-of-the-United-States.  
 Are-you-ready to proceed?

Mr. Bradley: The prisoner is ready,-sir, and-has-been from-the first.

(b) The District-Attorney: If your-honor-please, I-am happy to announce that-the

Government is ready to proceed with-the trial.

June 13, 1867.

The Court was opened at 10 o'clock, when-the clerk proceeded to call over-the

(c) names-of-the talesmen summoned yesterday, in-accordance-with-the direction-of-the-Court:

(d) William H. Tenney, duly-sworn-and-examined upon-his *voire dire*, as-follows:

By the Court:

Q. Have-you formed or expressed an opinion in-relation to-the guilt-or-innocence

of-the-prisoner-at-the-bar, John H. Surratt? A. I-have. Q. You-have-both formed and

expressed an opinion? A. I-have. Q. Under-the oath you-have-taken, do-you-say

to-the Court that-the opinion so formed and expressed would bias or prejudice your

judgment in rendering-a verdict as-to-the guilt-or-innocence-of-the-prisoner, after having

heard all-the testimony in-the-case? A. I-think I-could give as-good a verdict as-if

I had never heard of Surratt. Q. Have you conscientious scruples against rendering a verdict of guilty where the punishment is death, provided the evidence be such as would satisfy you of the guilt of the party accused. A. I have none.

(When testimony is written on single lines, like the following, a small period  $\propto$  should follow the question, and a long period  $\text{—}$  should follow the answer.—Manual of Type-Writing, page 122:)

Nicholas Achut I have none.



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(a) It requires some knowledge of law, and experience in court reporting, to know what to take and what to omit. Generally speaking, it is unnecessary to report the remarks of the judge upon calling a case, or the reply of counsel thereto, unless specially requested; but this was an exceptional trial. The entire country was interested in the proceedings, so almost every word, whether relevant or irrelevant, was reported, and now forms part of the record.

(b) When pressed for speed it is not necessary to take down anything that can be supplied when making up the transcript. It is sufficient, when the judge speaks, to write the short-hand for "judge," or "court," and in the same manner write "Bradley," "Pierrepont," "District Attorney," etc., leaving off the "Mr." or "By The." If the paper is not specially ruled for law reporting; *i. e.*, with an indented marginal line, a dash, or long period, should follow the name of the person speaking, so as to avoid ambiguity; otherwise the name is written outside of the marginal line, as in this trial. Questions should be begun outside of the line; answers should follow and be confined to the wide space between the lines and not extend over the line where the questions were begun. This is for the purpose of enabling the stenographer to refer quickly to any portion of the testimony he may be asked to read; by casting the eye over the marginal columns any question that has been asked will readily be seen.

(c) *Talesmen* are jurors usually summoned from among the by-standers in the court room, in consequence of the "regular" panel having been exhausted. They are examined under oath the same as other jurors, and in criminal cases this examination should always be taken. The fact should also be noted that they are sworn in the panel, and every time that they appear in a case. A memorandum should be made of jurors who have been challenged and left the panel, and the correct names, either in short-hand or long-hand, should be had of those who remain in the panel when it is sworn. In the examination of jurors the questions asked are usually of the same tenor, and if the examination is rapid brief forms and phraseographs can be used to advantage.

(d) To swear a witness upon his *voire dire* is to swear him upon his honor to tell the truth, or as to his availability as a witness.

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## ADDRESS TO THE JURY.

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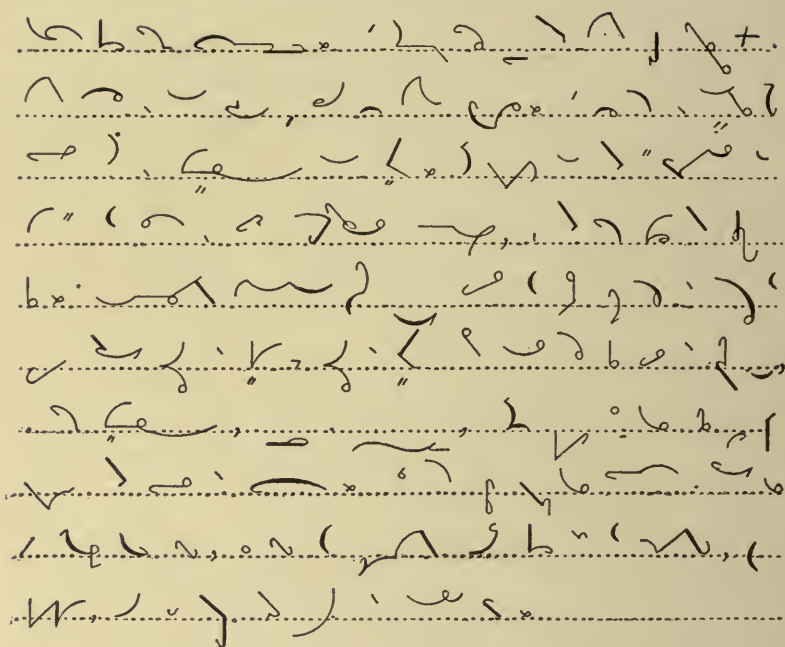
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Handwritten musical notation on ten staves, featuring various notes, rests, and bar lines.





(a) The address to the Jury, or "opening" the case, as it is usually called, is a brief statement of the circumstances of the case and the facts sought to be proven. It is not customary for the stenographer to make a record of this on his minutes unless specially requested to do so. There are cases in which it is important that the record should show just what counsel has stated in his opening, and when anything of this kind is anticipated the stenographer is asked to take it down; if not, the record is usually completed by agreement of counsel.



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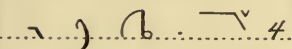
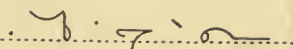
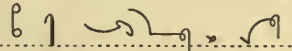



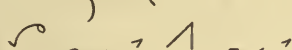
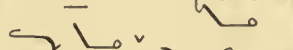
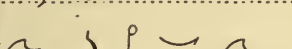

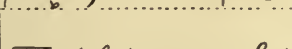
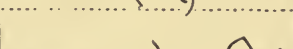
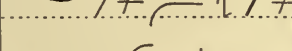
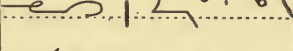
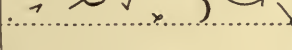
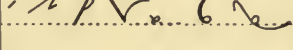
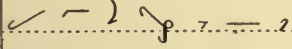
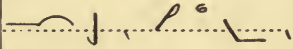
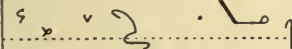
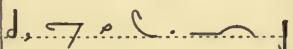

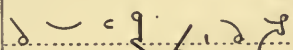


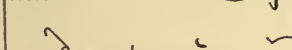
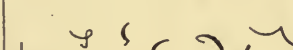

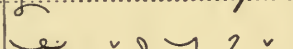


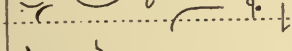
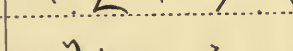
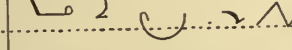
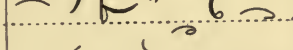
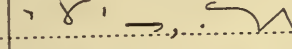
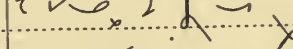

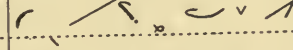

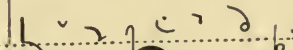
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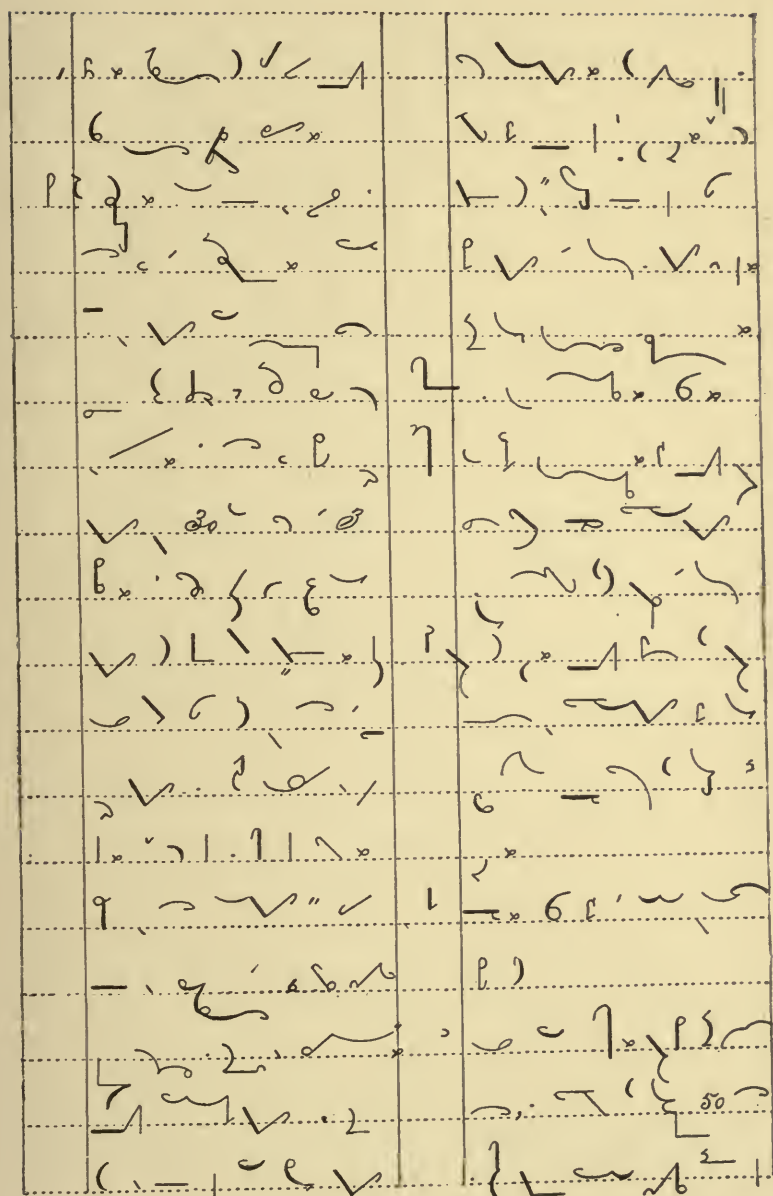




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Manual of T.W. page 133

William L. Burt

4. 6. 2.

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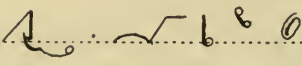





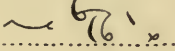
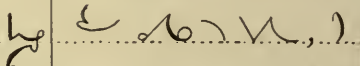
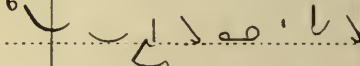
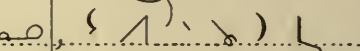
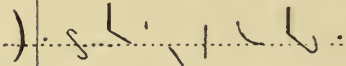
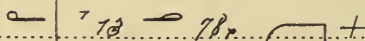
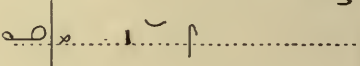

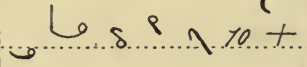
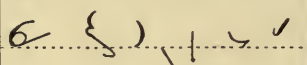
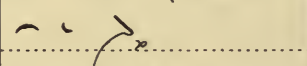
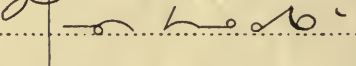

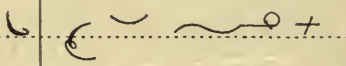
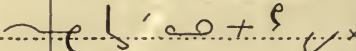
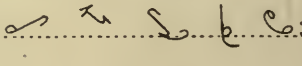

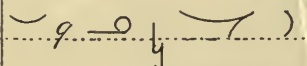

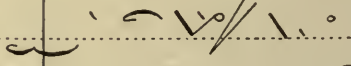



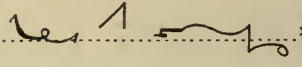

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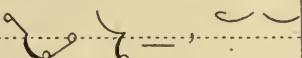
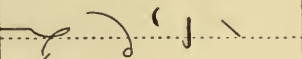

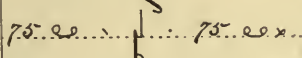


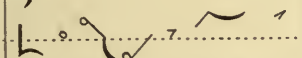
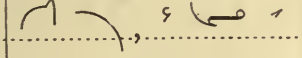
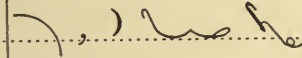
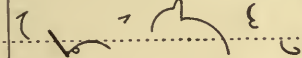
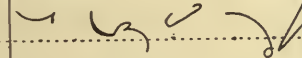
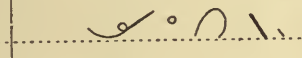

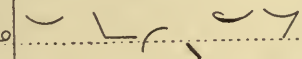
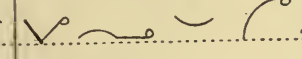
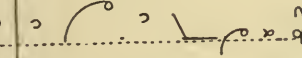



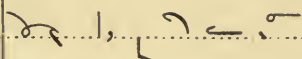
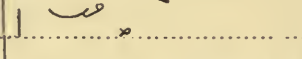
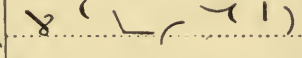
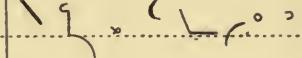
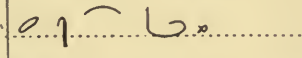
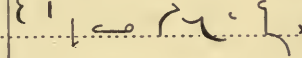

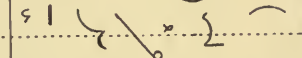
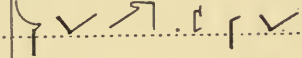
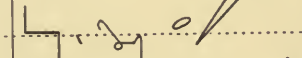
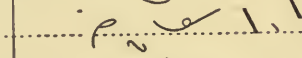
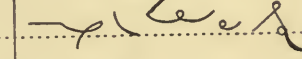

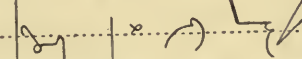
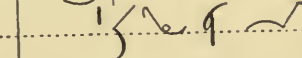
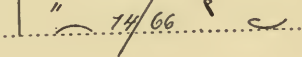
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








































































































































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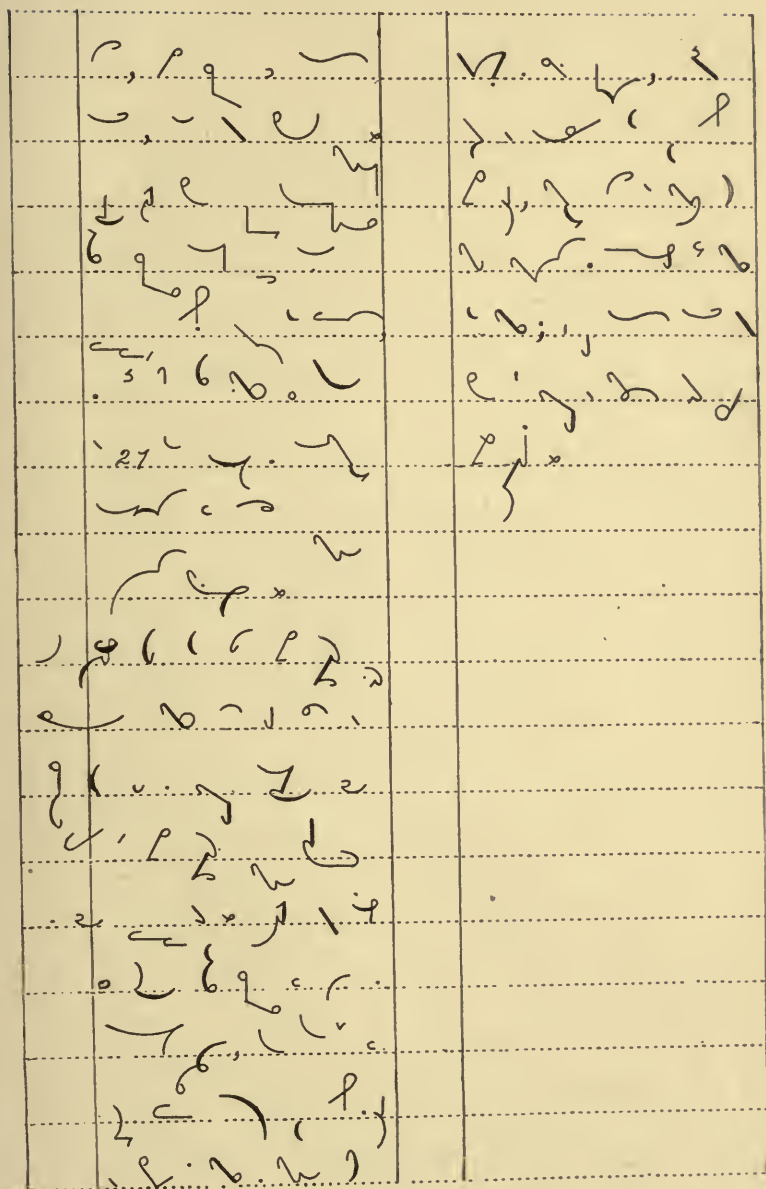
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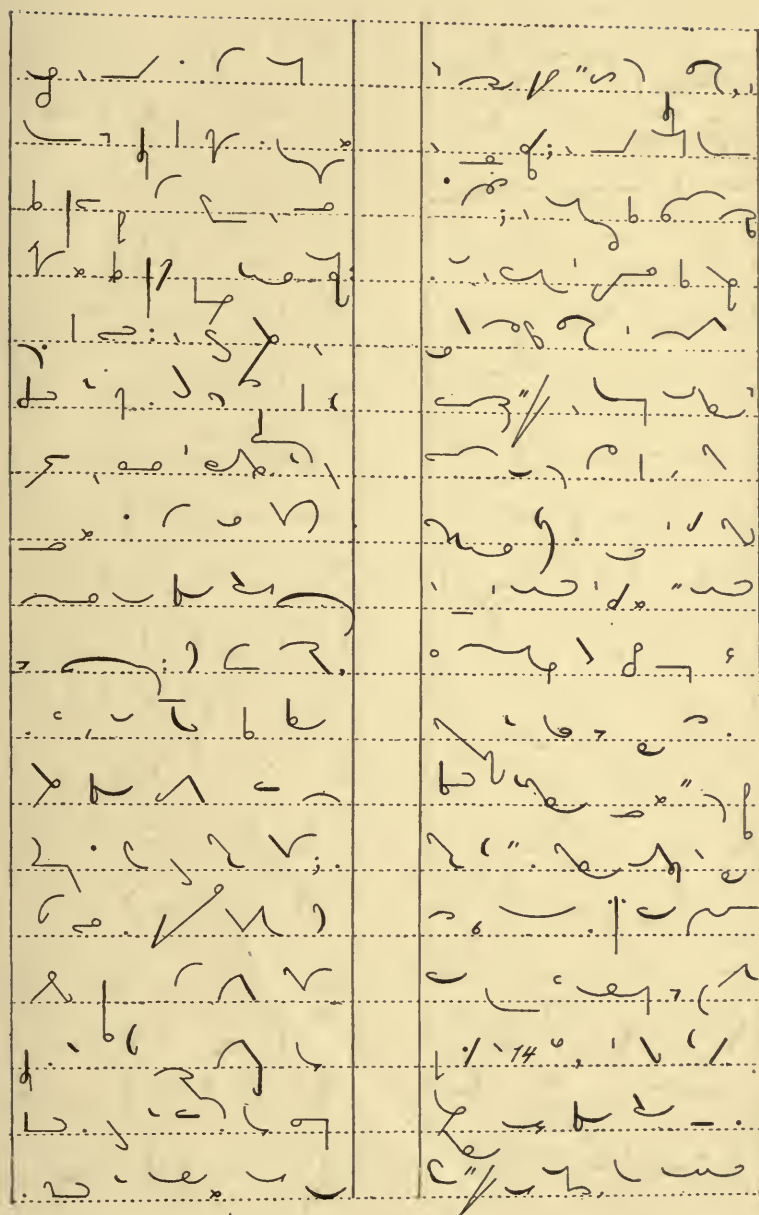
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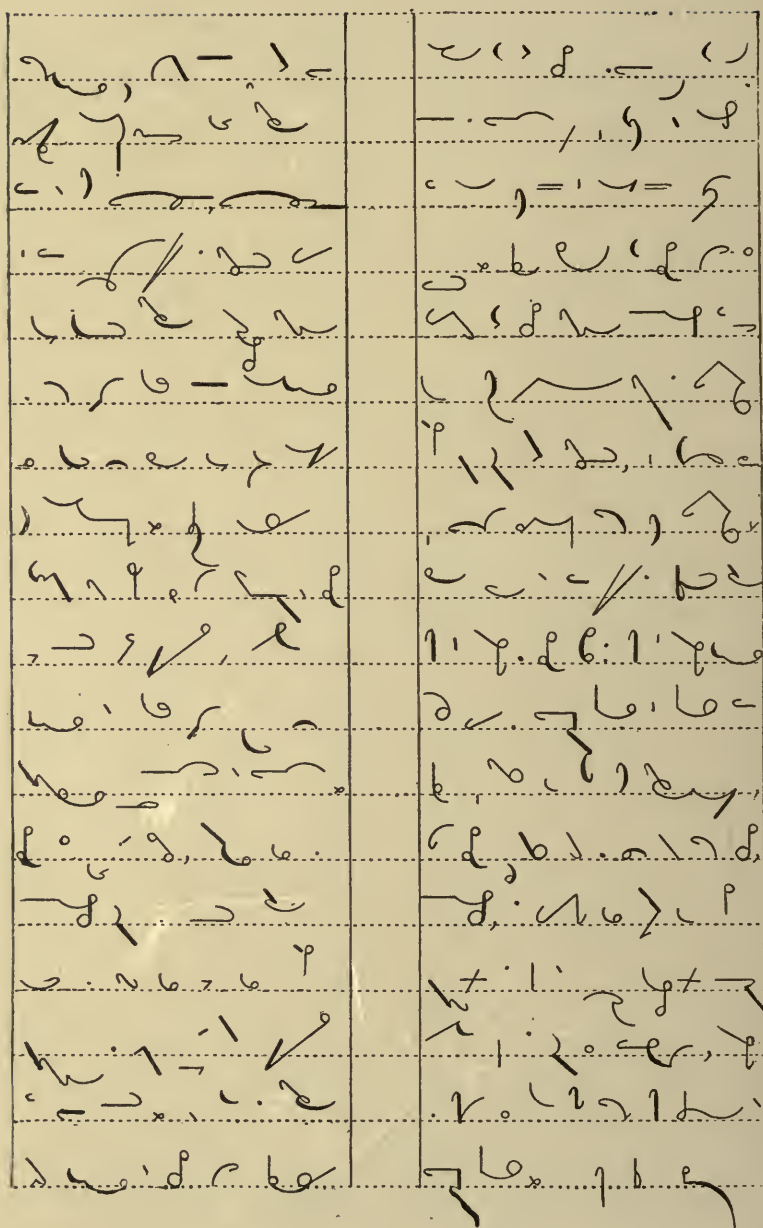


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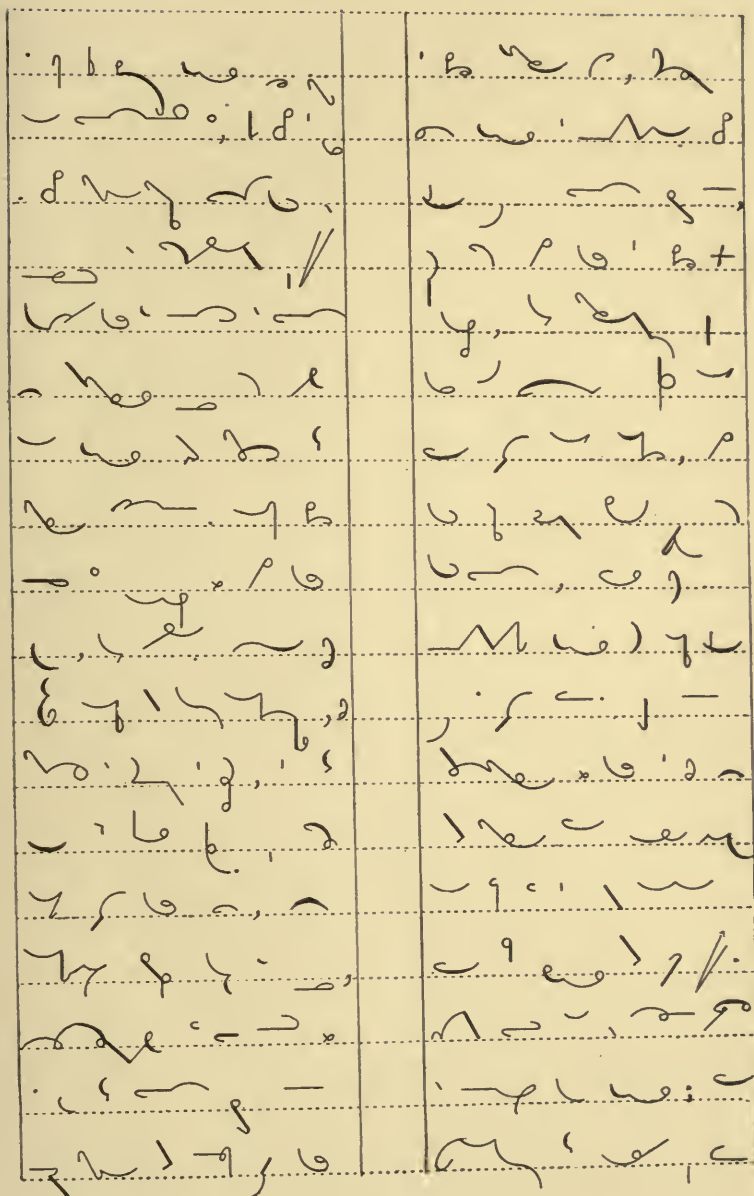


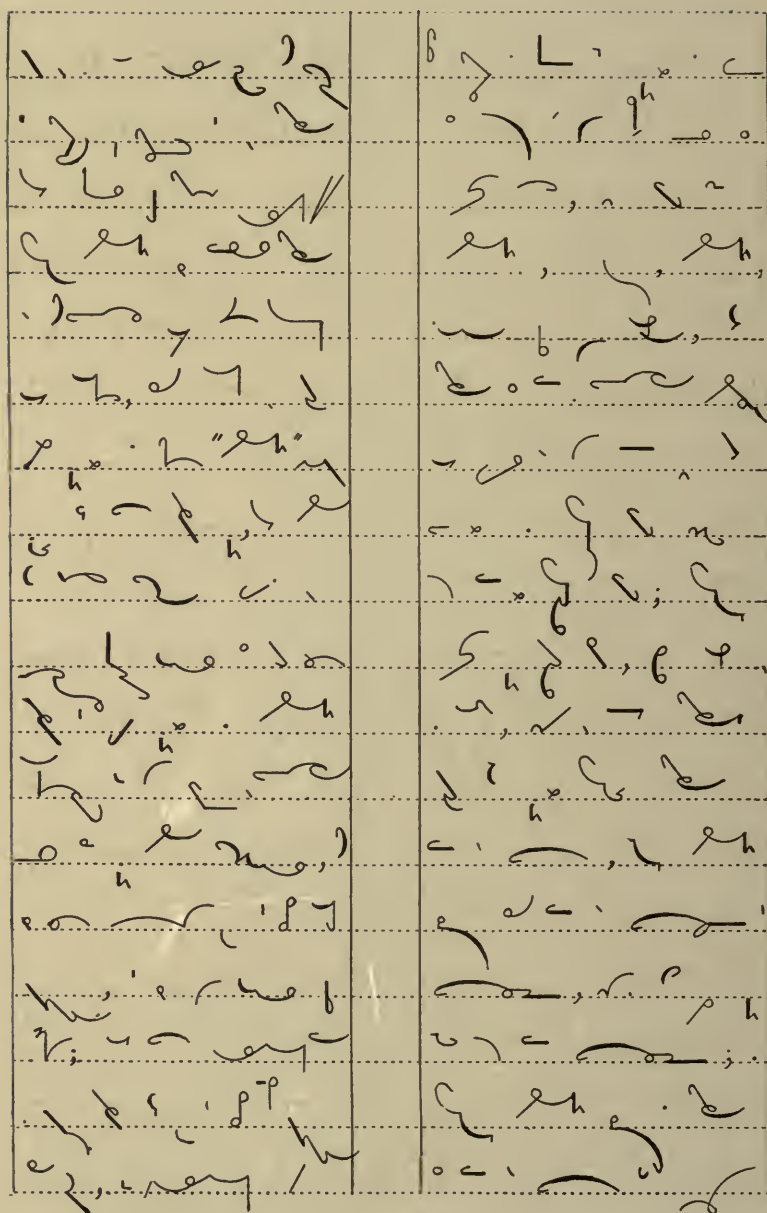


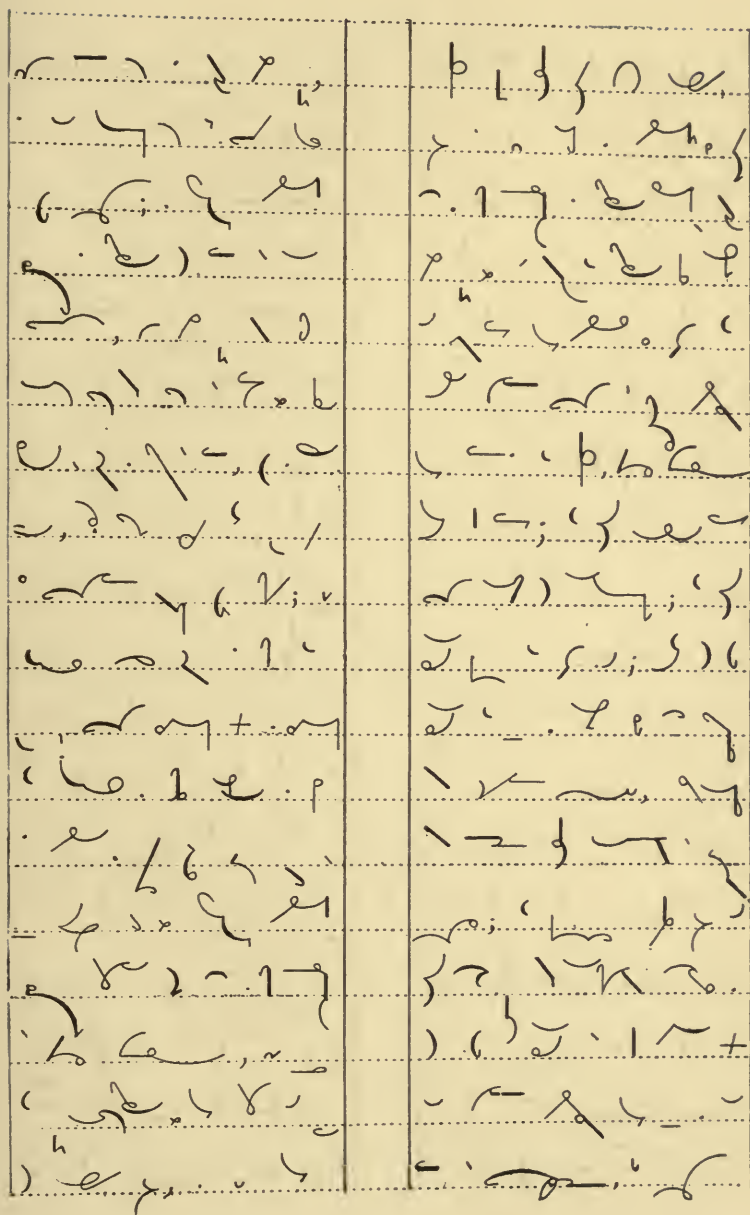




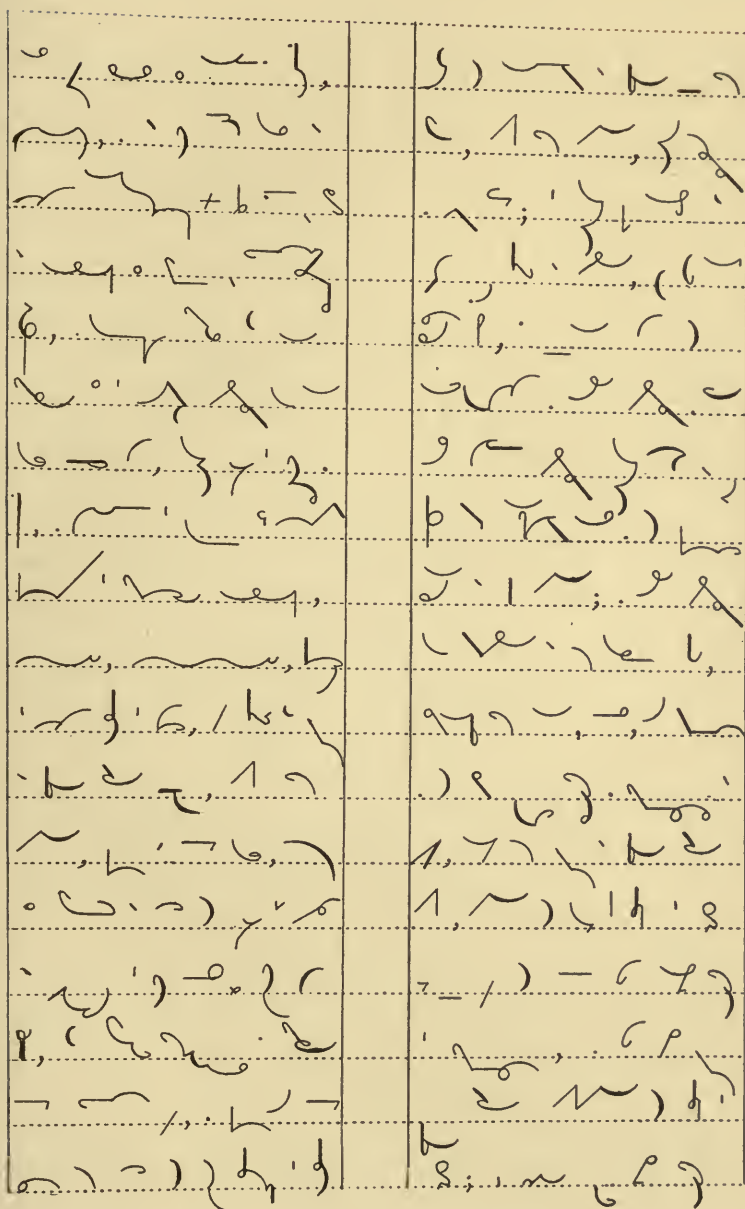






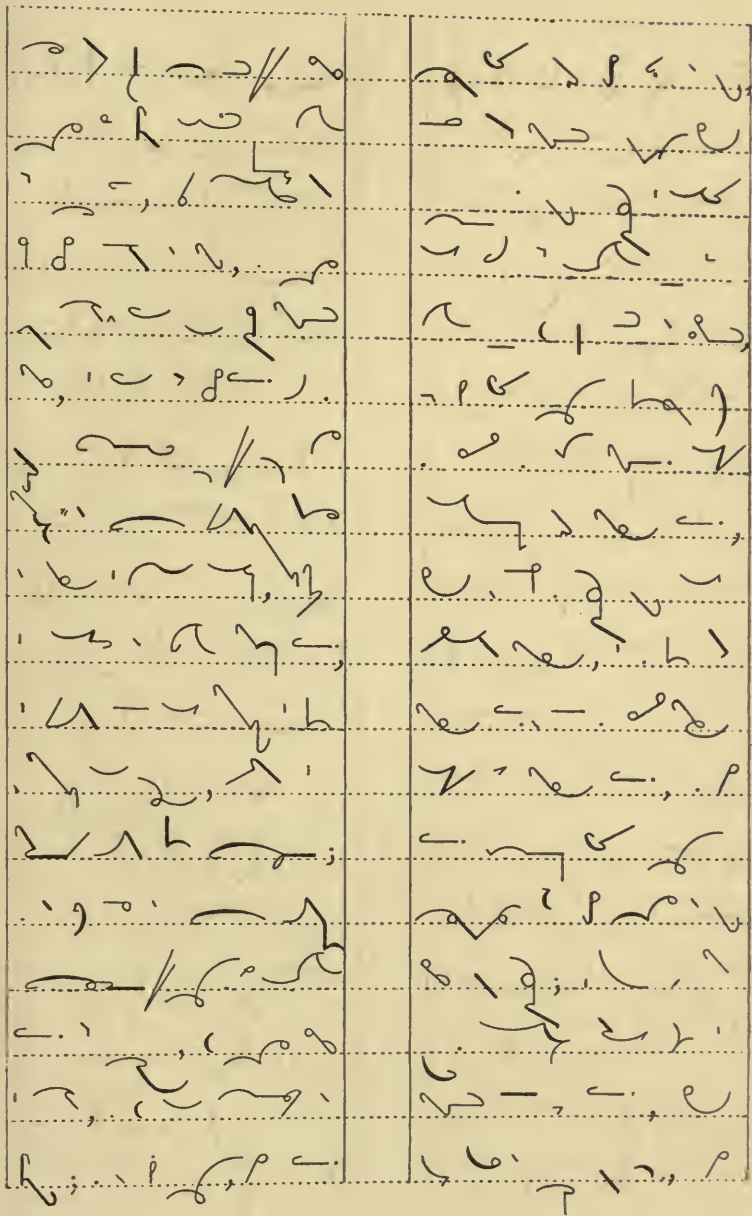


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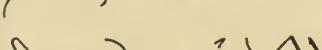
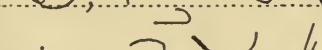
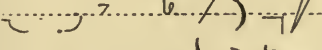
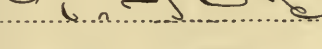

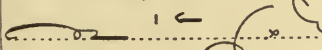
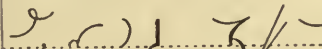

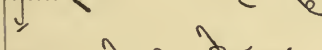
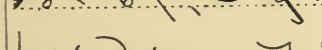
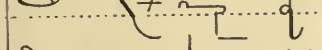
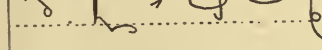
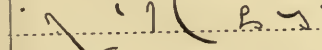



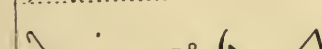

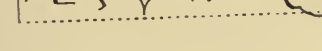
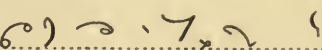


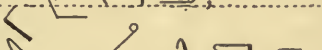
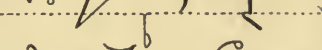
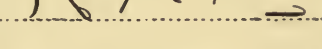

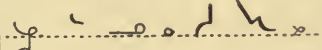
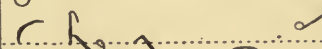
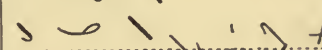
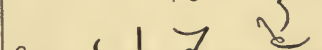
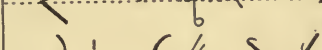
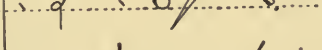
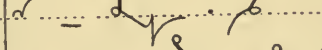
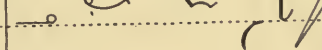
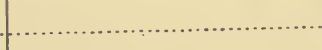


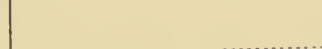

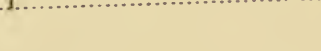




Handwritten musical notation on two staves. The notation includes various note values (quarter, eighth, sixteenth notes), rests, and bar lines. The handwriting is in a cursive style, typical of early manuscript notation. The first staff contains a series of notes, some with flags, and the second staff continues the musical sequence with similar notation.



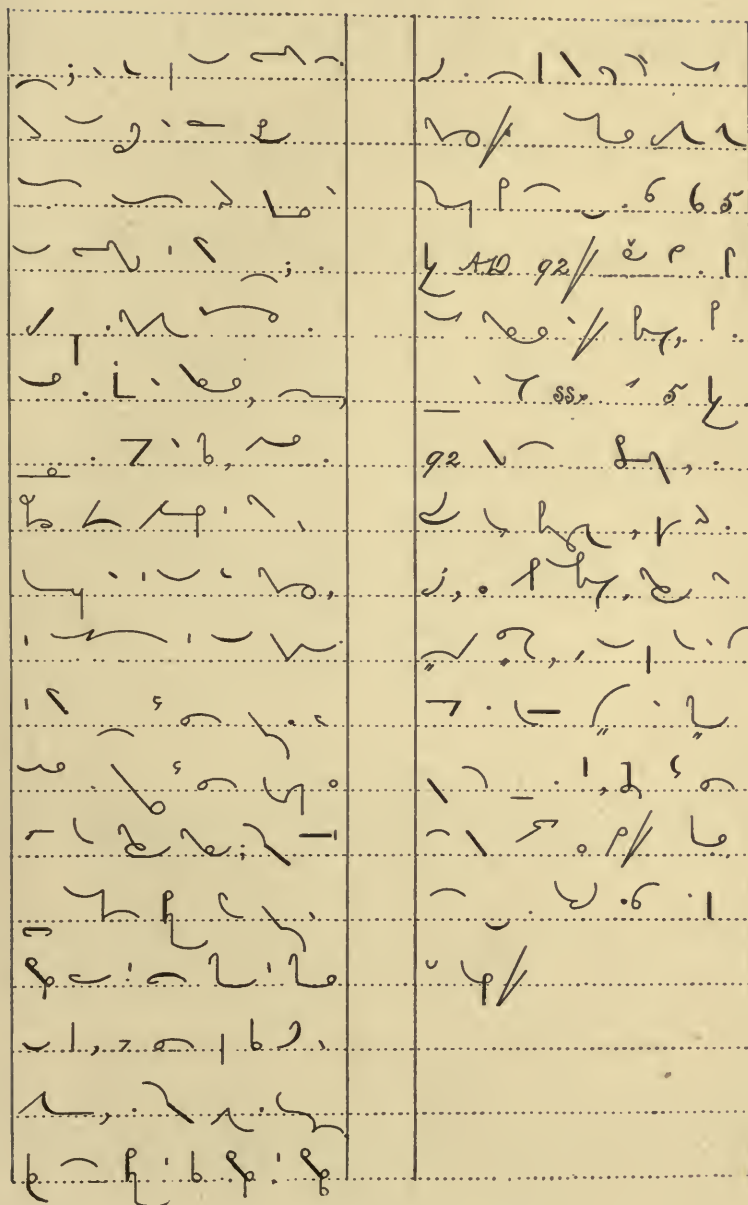


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## Power of Attorney.

Handwritten musical notation on two staves. The notation includes various note values (quarter, eighth, sixteenth notes), rests, and bar lines. The handwriting is in a cursive style, typical of early manuscript notation. The first staff contains a series of notes, some with flags, and rests. The second staff continues the notation with similar note values and rests. The overall appearance is that of a historical musical manuscript.





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SPELLING, PUNCTUATION AND  
CAPITALIZATION.

BY

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